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ABSTRACT

An overwhelming response to the model Extended Learning Programs in the greater Cleveland area and in southeastern Ohio, under the leadership of Ohio University, has indicated that there is a sizeable group of adults with interrupted college programs and unfulfilled career plans whose unique needs were not or could not be met by existing programs of higher education. The program has placed much emphasis on individualized counseling and has recognized the uniqueness of circumstances and aspirations of each student. The report reviews the organization of the project and the necessary procedures for communication and public relations. One section provides a student profile, compiled from questionnaires, of information about people who applied to the program. Other sections describe the course and credit possibilities presently available to extended learning students, counseling and referral process, types of degree programs conducive to independent study approaches, faculty, inter-institutional cooperation, and financing. Also included is an appendix of case studies of four students. (EA)

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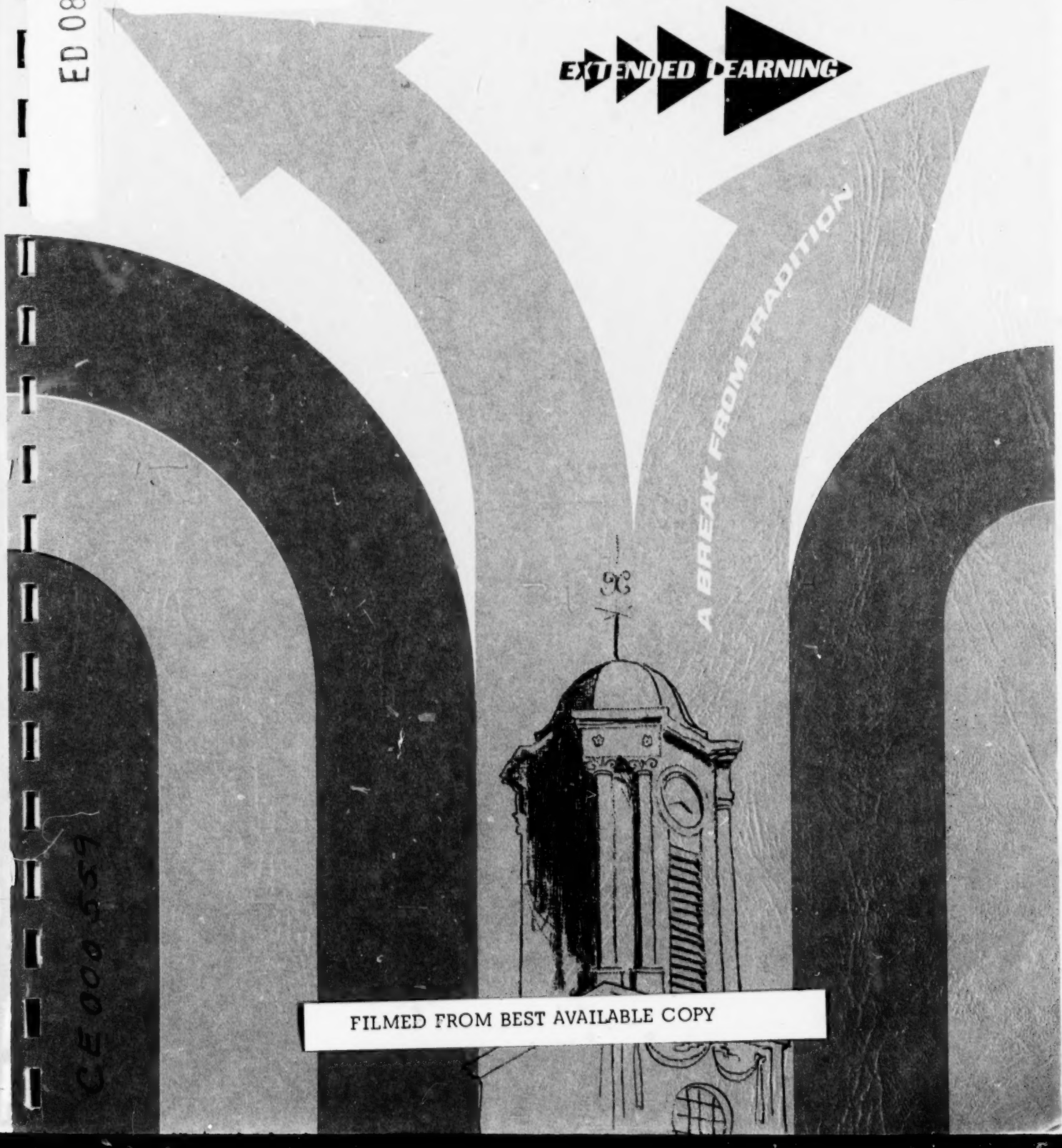
A REPORT TO THE OHIO BOARD OF REGENTS

EXTENDED LEARNING

A BREAK FROM TRADITION



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EXTENDED LEARNING PROGRAM
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June 15, 1973

Dr. Beaumont Davison
Vice President for Regional Higher Education
Cutler Hall
Ohio University
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Dear Dr. Davison:

This report to the Ohio Board of Regents represents the concerted efforts of many individuals and institutions who are concerned and committed to the purpose of making higher education more accessible and responsive to the people of the State of Ohio. Our task this first year was to develop a pilot model that is intended to eventually serve the entire state.

The report represents the reality of the program theorized in the "Report of the Committee on the Extended University" released last June. It is largely a staff report and is concerned with the students that have been facilitated by the Extended Learning Program this past year. Input and review from the local Pilot Program Steering Committee and the state-wide Board of Advisors has been valuable and significant.

Interchange among students, staff and institutions identified the needs and interests of a formerly untapped student clientele. Their unique and individual needs and interests necessitated that resources be surveyed and services be made available. This report tells how the Extended Learning Program, during the pilot project year, coordinated efforts and counseled and directed these students in their educational programs and vocational development.

I would like to express appreciation to all those who played active and specific roles in the Extended Learning Program as well as the many people who have provided consultation and moral support. Above all, I would like to salute those who recognize and act upon the need to provide alternative means of higher education to persons who cannot avail themselves of the traditional, residential college experience.

Respectfully submitted,

Lowell V. LeClair

Lowell V. LeClair, Director
Extended Learning Program

a break from tradition

A REPORT TO

THE OHIO BOARD OF REGENTS

Extended Learning Program

Ohio University

Athens, Ohio

June 1973

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PREFACE

On October 19, 1972 the Cleveland Plain Dealer carried an article announcing the selection of the greater Cleveland area as the Extended Learning Program's metropolitan learning center site. This one article elicited over 800 telephone calls from potential students in a three-day period. The press release announcing the designation of southeastern Ohio as the non-urban area elicited a similar response from enthusiastic inquirers.

This overwhelming response was an early indication that Extended Learning (ExL) uncovered a sizeable group of people whose unique needs were not or could not be met by existing programs of higher education. The inquirers were full of high expectations and hopes that stalled or interrupted college programs and unfulfilled career plans might soon begin to materialize.

Those who called expressed varied interests and concerns: a nurse on a swing shift wished to complete a bachelor's degree in order that she might teach and be an administrator; a handicapped woman with a M.A. needed to update her certification; a traveling treasury department inspector had no previous college experience; teacher aides in the Cleveland Public Schools System wanted certification. An illustrator of children's books living in southeastern Ohio desired supervised work experience in graphics; a policeman in Lorain wished to finish his B.A. with a concentration in sociology and business administration. A 57 year-old woman who had been a practical journalist for more than twenty years was given a position as head of a social service agency. She had had no college

experience and felt a need to get some background in social work as well as complete a degree in journalism.

The interests and concerns were as varied as the individual inquiries. In an attempt to facilitate operations for students as effectively and efficiently as possible - at times a monumental task - ExL staff identified groups of students having similar needs and interests: library technical assistants, early childhood education personnel, nurses wanting to use previous R.N. experience to complete a B.A. However, for the most part each student had a completely unique set of circumstances and aspirations requiring individualized counseling and referral. Some students were able to take advantage of already existing programs once they were given direction and guidance by counselors and staff. ExL's emphasis on counseling came in response to a significant need, expressed by students or potential students, for an agency to help them through the bureaucratic maze surrounding admission procedures, transfer credits, available programs, requirements, and other red tape that serve to frustrate and exasperate students who are unfamiliar and impatient with the administrative procedures that keep the student from the substance of higher education. This attempt to aid the student is the essence of the Extended Learning Program, a responsive and flexible endeavor in higher education, the history of which dates back to December 1971.

At that time, the Ohio Board of Regents requested that Ohio University assume a leadership role in the study and development of the extended university through which decentralized educational opportunities could be made available to persons whose situations and responsibilities deny them access to presently available forms of higher education. The University's involvement in Independent Study through Correspondence, Course Credit by Examination, acceptance of College Level Examination Program proficiency

credit, the development of the bachelor of general studies degree, and the University's support of workshops, conferences and institutes were cited as reasons Ohio University was selected to implement such a study.

The charge given by the Board of Regents to Ohio University was:

1. To explore and determine the types of degree programs that would lend themselves to independent study approaches, including both associate and baccalaureate degrees.

2. To explore the feasibility of non-residential accredited study through such means as: independent study projects, telecourses, cassette lectures and exercises, seminars, work-related learning experiences, etc. To expand proficiency options through written tests, demonstration, portfolio, etc.

3. To explore and recommend a desirable organizational arrangement through which the state might encourage various institutions to contribute to such external programs as are developed. It is suggested that the "instructional center" idea be investigated.

The following report, developed by the Extended Learning staff and reviewed by the Board of Advisors and Pilot Study Steering Committee, explains the progress made from July 1, 1972 to June 30, 1973 in the development of Ohio's external degree model. The period from July to October 1972 was a planning period: Extended Learning was involved in establishing learning center sites, hiring personnel, and building a cooperative relationship with related agencies (libraries, the Cleveland Commission on Higher Education, etc.). The report deals almost entirely with student activity between October 1972 and May 1973. Unfortunately, this document cannot project the excitement and hope for the future that have pervaded students, staff and institutional representatives involved. in the program. The ExL staff trusts, however, that the ensuing report does reflect progress and optimism that the Extended Learning Program can and will serve the otherwise unmet needs of non-traditional students.

SUMMARY OF RECOMMENDATIONS

ORGANIZATION

Organization Models

A variety of alternative models have been identified through discussion with staff, university representatives, and the Board of Advisors. During the next two years and prior to June 30, 1975 these alternative structures must be thoroughly explored with the Board of Regents and the Ohio State Legislature, and a decision must be made regarding the permanent organization. In the interim, the program should remain at Ohio University and should continue testing and developing the programs and processes that serve the Extended Learning student.

Relationship with Libraries

The public libraries should be utilized as the student contact facility for the Extended Learning Program. Also, the "other" role as a resource center should be further developed. In the consideration of the organizational model that will ultimately be established, the contributions that the library system could make should be carefully considered.

Pilot Study Steering Committee

The Pilot Study Steering Committee should remain as an integral part of the Extended Learning Program and continue its close advisory relationship as long as the program remains at Ohio University. It should retain the present type of membership but increase the number

of faculty to give broader departmental representation in an effort to better serve varied student interests. The use of subcommittees working on specific issues should also be continued to provide staff support in the development of practices and policies.

Board of Advisors

The statewide Board of Advisors should continue to review the operation of the project, communicate with their institutions on the progress of the project, provide feedback to the staff from their institutions, and make recommendations on the current operation and future direction of the project.

COMMUNICATIONS AND PUBLIC RELATIONS

Both long and short-term goals should be determined for phase two of the Extended Learning Pilot Project. These goals should be articulated in such a way that all members of the organization can achieve a common perception of them. They should be distributed in written form to all members, and when changes develop, the changes should also be distributed in writing.

Communication procedures should be designed to assist the implementation of these goals. Necessary channels of communication should be determined. A communications flow chart should be designed showing both informal, exploratory and formal, documented channels. Each staff member should have a copy. Necessary changes of communication channel patterns should be documented and distributed to all staff members. Target audiences for student recruitment and public relations purposes should be determined and examined, and suitable methods of reaching them should be selected and implemented.

METHODOLOGY AND DELIVERY SYSTEMS

Student Process

It is recommended that efforts be continued toward making the application and processing of students more efficient and therefore less time consuming for the student. This should be implemented internally (among the various ExL centers) and externally (through inter-institutional transfer). Steps should be taken to accommodate transient students; i.e., students should be allowed to take courses from different institutions without paying admission fees at each institution. Research is also needed to isolate those factors that are involved with the retention and withdrawal of students.

Counseling

From the experience of the pilot project year, it is evident that the counseling function is of primary importance to the success of ExL. It is recommended that this aspect of the program be given high priority in terms of budget and time allocations.

In this respect, it is further recommended that a cadre of counselors be specifically trained to deal with the problems of non-traditional students. This group, which could be provided intern experiences with ExL, may be comprised of graduate students, volunteers and/or paid assistants. In the future organization, they should remain unattached to any single university and would hopefully be able to operate throughout the state in a network of advising centers.

Broad Bases of Knowledge Vs. Organizations of Knowledge Into Disciplines

It is recommended that the students' learning activities continue to be organized in course type units, similar to residential courses,

but that educational programs be conducted with students and faculty to make possible interdisciplinary approaches. Investigation should also focus on how different delivery systems can best extend the different curriculum components. This study should be conducted in cooperation with department chairmen or department representatives.

Independent Study Through Correspondence

It is recommended that the selection of correspondence courses be broadened. Discussions with other Ohio colleges and universities should be initiated in an effort to encourage the acceptance of correspondence credit through transfer of credit. Extended Learning will continue to counsel with and consult with students utilizing Independent Study through correspondence in an effort to learn from their concerns.

Course Credit By Examination

It is recommended that continued effort be expended to make CCE a viable option for non-residential students. A new budgeting scheme is needed for CCE that would make the examinations more widely available. In addition, ExL recommends that a concerted effort be made with d[illegible]ments to expand the courses available through CCE and to investigate the use of a variety of evaluative techniques other than written examinations.

Contract Learning

A more formalized process for setting up learning contracts needs to be established at Ohio University to facilitate communication with faculty. Part of the process should be an on-going program of inservice training for faculty to help increase their understanding of Extended

Learning students and contract learning. Equally helpful would be the opportunity to utilize part-time faculty from Cleveland to a greater extent than has been done in the past months.

Evaluation of Work Experience and Life Experience

It is recommended that a study be made of other schools that are dealing with this problem in order to draw a set of guidelines and establish evaluative criteria. The possibilities for assessing and awarding credit should be broadened, and the process be simplified. The purpose of the procedure will be to determine whether a student has reached a level of competence or achievement in subject matter areas comparable to established courses.

Standardized Tests

It is recommended that efforts be continued to gain wider acceptance of CLEP general education battery and subject examinations by various departments of Ohio University and by other colleges in the state. It is also recommended that a uniform procedure of evaluation be sought at institutions in the State of Ohio.

Television

It is recommended that the Extended Learning Program in conjunction with the Ohio Educational Television Network investigate the feasibility of a consortium of state universities whose main purpose would be to broadcast college courses for credit. An example is the proposed Kent, Akron, and Youngstown Universities consortium. Such a consortium would help spread costs, coordinate efforts and thus eliminate duplication of effort and competition.

A united effort would also be helpful in promoting the concept and in obtaining air time, both from educational and commercial stations. With the advent of a statewide educational television network, it would appear that this is a propitious time for the initiation of cooperative use of the facilities.

Interest has been expressed in the use of cable television to expedite the delivery of videotaped programs, and the ExL staff recognizes that the potential and capacity of cable systems are growing throughout the nation. At this time ExL has not become involved in this type of delivery because of the limited availability of cable programming to students served by ExL. It is recommended that a study be made of possible uses of cable television in connection with the Extended Learning Program.

Other Instructional Approaches

Continued development of non-residential studies is needed. It is recommended that the Extended Learning Program proceed in developing the areas mentioned above and to investigate other possibilities; for example, CAI (Computer Assisted Instruction), radio, telephone network systems, newspaper courses, etc.

DEGREE PROGRAMS

It is recommended that a bachelor of extended learning and an associate of arts degree be developed to be offered through the Extended Learning Program with the requirements and process specifically designed to satisfy the needs of the Extended Learning student. Matters of control, establishing requirements and reviewing programs should also be within the aegis of the Extended Learning Program.

Standards of course content, teaching methods, evaluation of students, and other functions related to the educational activities of students should be the responsibility of the academic departments. The degree should be developed with the guidelines of the accrediting commission in mind.

FACULTY

It should continue to be the goal of the Extended Learning Program to assess a variety of teaching resources in regard to the possibility of serving the non-traditional student. This would include Ohio University faculty, faculty from other colleges and qualified persons from the community. An organized information and education program needs to be developed to explain the needs of this unique student body and the requirements of contract learning. Faculty should also be involved in a cooperative effort to explore new ideas and methods.

INTER-INSTITUTIONAL COOPERATION

The cooperation and availability of resources of other colleges and universities is essential to the success of the Extended Learning Program. A good statewide program needs the involvement of a variety of institutions.

The mechanism and encouragement for involvement have been provided through the Cleveland Commission on Higher Education and for the remainder of the state, through the Board of Advisors. The individual institutions must decide what their involvement will be with Ohio University as the institution with the primary responsibility,

providing the technical assistance. As the program develops, and as it becomes clear what the final organization will be, communication between individual institutions and Ohio University must be upheld so that the different institutions have a voice in the development and are ready to contribute to the success of the established program.

Further investigation of non-college resources should continue. As the limited experience with Karamu House has shown, this type of relationship can make a significant contribution to the resources of the program.

FINANCING

The Extended Learning Program should continue to receive separate funding support from the state assembly on recommendation of the Ohio Board of Regents. However, the request for funding cannot be based on the regularly adopted subsidy per full-time equivalent student formula according to which state funds for traditional institutions are now computed. Several unique characteristics of the Extended Learning Program make this unfeasible.

1. Much of the service provided is advisory and referral. Although the student may acquire credit through a variety of means, such credit may not be as a result of registration in an educational activity or course, or it may be through a traditional program, which ExL cannot count as an enrollment.

2. When students do register for credit activity through ExL, no special term period is used, and students may register and complete work at any time during the year.

It is suggested, therefore, that a general appropriation be made each year and that a method of computing student contact and activity be developed that would more accurately reflect the

service provided.

It should also be noted that the suggested funding for 1973-75 allows for no investigation of the possibilities of television, other media or technology. It is recommended, therefore, that additional funds be appropriated in the amount of $200,000 for the biennium (1973-75) specifically allocated for the development of television, radio and other opportunities through technology.

COST TO STUDENTS

The cost of higher education is very much a concern of the ExL student. Students served by this program must have the opportunities offered at lower costs. It is recommended therefore, that the tuition charge continue to be set below prevailing charges and that all possibilities of financial aid be investigated.

HISTORICAL BACKGROUND

In response to the charge of the Ohio Board of Regents, the Ohio University Committee on the Extended University was formed in December 1971. Representatives from the southeastern Ohio community, faculty, administrators, and students from Ohio University examined and evaluated existing models from extended learning, as well as the resources available in the state system of higher education, in order to determine the most viable approach to non-traditional studies for the extended learning project.

The Committee's research culminated in June 1972 with the Report of the Committee on the Extended University. This report recommended several goals designed to lead to an extension of educational opportunity to individuals who because of cultural, geographic, or economic considerations were not able or did not choose to avail themselves of a traditional two-year or four-year residential education.

To summarize, the goals recommended for Ohio University were:

1. To establish an organizational framework with which to run a pilot project including two learning centers, a central organization, and a research effort and to test this type of organization for long-range possibilities.

2. To identify the needs and interests of persons who respond to this type of program.

3. To test the process of serving students by analyzing needs, advising, and referring to available opportunities.

4. To assess the interest and feasibility of using resources of other institutions in independent study activities or to determine whether other institutions would modify or expand their offerings for the non-resident student.

5. To identify and test, by enrolling a limited number of students, expanded educational activities particularly in the areas of contract learning, course credit by examination, and evaluation of learning that has been acquired through work-related experience or life experience.

6. To determine administrative and teaching problems that might arise as the result of using different methodologies and delivery systems.

7. To test the market and identify the problems involved in television, radio, and cassette offerings and other technology.

8. To determine what degree offerings are feasible for the non-resident student.

The staff ot the Extended Learning Program and the members of the Pilot Study Steering Committee have been evaluating the processes and structures of the pilot project since it began in September 1972. This report marks the progress of the Extended Learning Program at the end of its first academic year. The following is an analysis of the pilot project experience under several topic headings: organization, student profile, methodology and delivery systems, faculty, degree programs, inter-institutional cooperation, communication and public relations, cost to students, and funding. The analysis of the experience under each of these headings leads to evaluation and recommendations for the future development of the program.

I. ORGANIZATION

The Committee on the Extended University recommended in its initial report of June 1972 that a "pilot project" be established at Ohio University with the objectives of testing the market, identifying the academic problems, developing the necessary administrative structure and processes, and using the experience gained to make final recommendations. The pilot project method was chosen because the committee felt it was a more effective means of assessing the needs than a task force/survey project. Although no set goal was established, it was felt that the number of students to be served during the first year would be limited.

The organizational elements of the pilot project include a central administrative office, two advisory committees, and two regional learning centers. In an effort to obtain diverse and comparative data on needs and problems in two areas, it was decided to locate one learning center in a metropolitan area and one in a non-urban area. Cleveland and southeastern Ohio were selected.

The following sections review the organization of the pilot project as a separate unit at Ohio University, evaluate its operation, and discuss alternative models for future organization within the structure of higher education in the State of Ohio.

Personnel

To facilitate operation of the pilot project of the Extended Learning Program, a full-time director was appointed by the vice president of Regional Higher Education on July 1, 1972. Subsequently, to perform the

functions of the operation, a central staff and two learning center staffs were organized.

The central staff, housed in Athens, consisted of the director, an assistant director, a research assistant, and a secretary. A work-study student worked up to 15 hours per week with the program, and a volunteer and practicum students working on class assignments for college credit provided additional assistance.

Two learning centers were established: one in Cleveland and one in southeastern Ohio. In Cleveland, a coordinator was appointed with a full-time secretary. Also, the Cleveland Commission on Higher Education supported a part-time counselor to work in the Cleveland ExL offices. The southeastern Ohio center was staffed by a half-time coordinator housed in Athens and serving the region via a "circuit riding" procedure that utilized the public libraries as student contact points.

Responsibilities Of Staff

The director had administrative responsibility for organizing, planning, and developing and evaluating procedures of the project. This included direct supervisory responsibility for the staff listed above. The director reported to the vice president for Regional Higher Education.

The assistant director coordinated the information flow among staff, had special responsibility for developing programs for instructional media, and generated operational guidelines for the program. She also organized the training program for the practicum students.

Both the director and assistant director worked with other staff in serving students, making the necessary contacts with various departments and faculty, and recommending to students a course or learning experience.

The coordinators of the two learning centers were responsible for generating student contacts as well as serving students by disseminating

information about the program and providing guidance to help them obtain the kind of learning desired. Students were referred to available institutions or learning opportunities in their home areas or to a program at Ohio University. In addition, center staff members were able to coordinate the students' programs, guiding them through administrative procedures, facilitating enrollments, arranging faculty contacts, and setting up independent study activities. The Cleveland center actively contacted existing institutions and resources for expanding present course offerings. In doing so, the coordinator worked closely with the executive director of the Cleveland Commission on Higher Education, a voluntary body with representation from all institutions of higher education in Cleveland. The Commission collaborated on an effort to identify and utilize educational resources in the Cleveland area and served as an overall coordinator and trouble-shooter for the Extended Learning Program in its liaison with Cleveland institutions.

Relationship With Libraries

Initially, three possibilities presented themselves as sites of learning centers:

1. A college or university
2. Rented space, i.e., downtown office space or a store front at a shopping center
3. A public building such as a library

Certain considerations made the library site the appropriate choice for the learning centers:

1. Because much of the service provided at the learning centers was referral to existing institutions and programs, it seemed that a neutral site was important so the student would not have to make an initial commitment.
2. The library personnel and the state librarian showed an enthusiastic interest in this relationship.

3. A national study is being conducted to determine the feasibility of utilizing public libraries as study centers to prepare persons for taking the College Level Examination Program. The library as a learning center fits well with this concept.

The role of the library in the Extended Learning Program is:

1. To provide housing for the coordinator and staff where students can get information about the program and advice about a variety of educational opportunities.

2. To be a resource center, providing books, reference materials, and play-back equipment for audio and visual tapes.

The relationship has worked well. In Cleveland, the office space provided in the downtown public library is excellent. In southeastern Ohio, the coordinator has been meeting with students in the public libraries, primarily Gallipolis and Belpre. The arrangement has been convenient for the students as well as providing needed facilities for the program. The communication services provided by the office of the state librarian in Columbus, the Cleveland Library, and the Ohio Valley Association of Libraries have been instrumental in getting information about the program to interested persons. Several staff members at the Cleveland Public Library are in the process of being approved as part-time faculty to supervise student independent study projects, primarily in the area of library technical assistance. Finally, as a result of our "pilot project" the Cleveland Public Library may become a test center in a program sponsored by the College Entrance Examination Board to develop resources to help individuals prepare for the College Level Examination Program examinations.

Recommendation

The public libraries should be utilized as the student contact facility for the Extended Learning Program. Also, the "other" role as a resource center should be further developed. In consideration of the

organizational model that will ultimately be established, the contributions that the library system could make should be carefully considered.

Pilot Study Steering Committee

A steering committee consisting of Extended Learning Program staff, students, administrators and faculty from Ohio University, and community representatives was organized and met periodically throughout the year. The committee was to plan and implement the pilot study project and perform an evaluative function during the study. The committee fulfilled those responsibilities and was also instrumental in setting overall goals of the program. It was also involved in formulating policy and practices. Sub-committees developed guidelines for faculty remuneration and a proposal to utilize an existing degree program as the degree offering of ExL. They also created new course numbers under which a variety of educational activities could be offered. Further responsibilities included working with program staff in developing and coordinating special educational projects, suggesting new program possibilities, and suggesting guidelines for implementation, dissemination, promotion, and evaluation of curricular offerings.

Recommendation

The Pilot Study Steering Committee should remain as an integral part of the Extended Learning Program and continue its close advisory relationship as long as the program remains at Ohio University. It should retain the present type of membership but increase the number of faculty to give broader departmental representation in an effort to better serve varied student interests. The use of sub-committees working on specific issues should also be continued to provide staff support in the development of

practices and policies.

Board of Advisors

Each state university was requested to appoint a representative to the Board of Advisors, the first meeting of which was held in July 1972. Also, the state librarian, the executive director of the Ohio Educational Television Network, and representatives of technical institutes, community colleges, and private colleges were asked to join the group.

Its purpose was to review the operation of the pilot project, help plan utilization of statewide resources, define areas of cooperation among established institutions, and recommend policy for an integrated program. Board members were also to provide information about the program to their respective campuses and in their communities.

The Board held four meetings during the year and had an opportunity to review information on the operation of the pilot project and discuss general and philosophical positions about extended learning. The program is not at this time statewide, and since the majority of the students being served are in Cleveland or southeast Ohio, other institutions outside these areas could not be involved except in a general way.

Recommendation

The statewide Board of Advisors should continue to review the operation of the project, communicate with their institutions on the progress of the project, provide feedback to the staff from their institutions, and make recommendations on the current operation and future direction of the project.

Organization Models

The organization model, consisting of a central office at Ohio University and two learning centers, was structured to facilitate

implementation of the pilot project. It has been considered an interim phase of organizational development, allowing the instructional and advisory functions of the Extended Learning Program to take place, and at the same time allowing the experience of the pilot project to give indication of the permanent organizational structure which would best suit the goals of the Extended Learning Program.

In consideration of future models of organization, the following objectives have served as guidelines:

1. Maximize the opportunities for part-time adult students not able to avail themselves of the traditional two or four-year resident programs in higher education.
2. Provide sufficient flexibility throughout the program to satisfy the diversity of student needs and interests.
3. Free the learning experience from an orientation to place, time, and a standard sequence of courses.
4. Obtain maximum usage of the resources of existing institutions, including faculty, library, and especially educational technologies.
5. Provide "quality" educational experiences that include the substance necessary to avoid the "second class" academic label.

The experience of the pilot program and analysis of the organizational needs of the Extended Learning Program suggest several alternatives of organization.

Model 1

Each institution is to use existing courses, degree programs, and administrative processes and serve the non-traditional student by expanding these processes. The control of the program rests with each institution and the units that traditionally offer extension opportunities. For example, such expansion might provide for the offering of regular courses during late afternoon or evening hours or for more departmental independent study in order to accommodate those employed full-time. This adaptation

is often referred to as the "administrative-facilitation model," the most common example of which is the evening division. This model has several obvious advantages: use of existing programs and administrative procedures avoids "start-up" costs; the program is more likely to avoid being labeled "second class"; and the priority and status of the program do not become hindering issues.

On the other hand, such a model might hold disadvantages in that existing procedures might not have sufficient flexibility to meet the variety of needs presented by the non-traditional student. In addition, the interests and energies of personnel at traditional residential campuses are not easily diverted to the non-traditional student.

Model II

In this model, separate institutions would develop an extended learning program based on the Ohio University pilot model. This would include an administrative unit at each institution expressly developed for non-traditional learning.

This model, too, has the advantage of operating within an established system of administrative procedures and academic controls. The model is disadvantaged in the possibility of inter-institutional competition for students and by the possibility of an unnecessary duplication of programs and structures. Further, neither Model I nor Model II would draw upon the [illegible]iety of resources existing within other educational and non-educational inst[illegible]tions across the state.

Model III

[illegible] third model proposes the establishment of a new college or a[illegible]it at one institution that would organize and administer an ext[illegible]d learning program throughout the State of Ohio. A possible

adjunct to Model III would provide for the addition of a statewide network of student advisory/referral centers that would serve to orient prospective students to proper programs or institutions. The centers would not actually carry out the teaching function, although they could provide a place of local contact for an extended learning program.

The advantages, in this case, would be in the consolidation of administrative function, thus avoiding differences in regulation from institution to institution. Further, the model allows for wide utilization of statewide institutional resources.

On the other hand, the ties between the extended learning unit and the policies of a residential university might be restrictive in meeting the needs of non-traditional students. Additionally, the model is based on a good deal of inter-institutional cooperation, which might be difficult to achieve.

Model IV

The fourth model proposes the establishment of a separate institution authorized by the Ohio Board of Regents to offer credit activities and grant a degree. The institution would be an administrative organization governed by a board of trustees with a statewide network of learning centers but using the faculty resources of all institutions (colleges and other organizations) for teaching and evaluating. The organization would arrange for course delivery in a variety of ways.

Of primary concern relative to this model is the question of need in a state higher education system consisting of several established higher education institutions. Would this model constitute an additional fragmentation of an already fragmented system in which each element must compete for funding?

On the other hand, it has been shown that the population to be served is not presently reached by available institutions, and there would be little competition for students. This model would ensure the flexibility and innovative opportunities and provide the independence that are necessary to maintain the program's non-traditional character. The program would also be visible and have status within the higher education structure of the state, but would not need expensive capital structures, auxiliary functions or resident faculty, and the referral service provided could be integrated and benefit all institutions.

Recommendation

A variety of alternative models have been identified through discussion with staff, university representatives, and the Board of Advisors. During the next two years and prior to June 30, 1975, these alternative structures must be thoroughly explored by the Board of Regents and the Ohio State Legislature, and a decision must be made regarding the permanent organization. In the interim, the program should remain at Ohio University and should continue testing and developing the programs and processes that serve the extended learning student.

II. COMMUNICATION AND PUBLIC RELATIONS

Internal Communication

Information diffusion of some type is involved in every aspect of the Extended Learning Program. This aspect of communication falls into two general categories--internal and external.

For the purpose of this report, internal communication will include those communicative processes involving any part of the Extended Learning Program as an organization. This category includes student recruitment when it is purposefully undertaken by the Extended Learning staff.

Active field participation began precipitously when a newspaper announcement in Cleveland brought a flood of inquiries to an answering service before the coordinator was hired or the learning center physically established. These circumstances left no opportunity to plan communication procedures in advance. The southeastern Ohio learning center was also thrust into immediate action by student inquiries as soon as the program was announced to the public. The fact that every aspect of the program was developed as needs were manifested led to communication problems that tended to surface suddenly because it had not been possible to project accurately communication needs, procedures, and pathways.

Each learning center experienced problems of communication and related operational problems because of its unique circumstances. It is apparent in light of the current student activity coordinated by both of these centers that most of the communicative problems were eventually recognized and managed.

Public Relations

External communication is viewed as a "public relations" activity that includes the dissemination of information to develop favorable attitudes toward Extended Learning among legislators, potential students, diverse community organizations, and academia. These efforts have been somewhat limited for two particular reasons:

1. So much staff time was needed for actual student processing that a minimal amount of time could be spent on the public relations task.

2. It was also deemed inappropriate to actively recruit more students than the program was prepared to service efficiently, and public relations efforts in any form usually led to more student inquiries.

Recommendation

Both long and short-term goals should be determined for phase two of the Extended Learning Program pilot project. These goals should be articulated in such a way that all members of the organization can achieve a common perception of them. They should be distributed in written form to all members, and when changes develop, the changes should also be distributed in writing.

Communication procedures should be designed to assist the implementation of these goals. Necessary channels of communication should be determined. A communications flow chart should be designed showing both informal, exploratory and formal, documented channels. Each staff member should have a copy. Necessary changes of communication channel patterns should be documented and distributed to all staff members. Target audiences for student recruitment and public relations purposes should be determined and examined, and suitable methods of reaching them should be selected and implemented.

III. STUDENT PROFILE

Purpose of Research

To achieve many of the goals of the Extended Learning Program, it was necessary to collect information about the people who applied for the program. This information included the applicants' opinions about the variety of coursework offered, the instructional methods used, and the Extended Learning Program's operating procedures.

The inquiry had three basic objectives. The first was to find out what type of student was applying to the Extended Learning Program. The second was to determine if the students felt they were being adequately served by the Extended Learning Program. Finally, the applicants' reasons for participating in the program needed to be outlined. Information in these areas will have a strong bearing on the direction the Extended Learning Program might take in the future.

Methodology

Since the Extended Learning Program applicants were scattered throughout Ohio, it was determined that the most efficient way to obtain the desired information was by a mailed questionnaire. Therefore, a questionnaire was prepared and mailed to the 453 people who had applied to the Extended Learning Program by early March 1973. The questionnaire asked for demographic information, including age, marital status, family income, race, and education level. Questions were also asked about the applicants' educational objectives, the reasons that they wished or did

not wish to participate in the Extended Learning Program, their opinion of the counseling and administrative procedures, the program or institution they were referred to by ExL to begin their college work, and whether or not the Extended Learning Program had lived up to their expectations.

It was determined that a multiple-item, forced-choice set of responses to the questions would facilitate the collection of answers to this questionnaire. The large number of potential responses made it necessary to use a computer analysis, and a forced-choice response to each question is entirely compatible with computer analysis. To avoid the possibility that the answers listed were irrelevant, most of the response sets included one labeled "other (please explain)." This encouraged the respondents to supply their own answers if they felt none of the others were appropriate. Finally, on the last page of the questionnaire, a statement asked for additional comments on areas not covered by the questionnaire. Again, this statement was placed in the questionnaire to make certain no important area of comment had been overlooked.

A self-addressed, stamped envelope was included with the questionnaire to help increase the likelihood that questionnaires would be returned. Each of these self-addressed envelopes was coded so it could be determined who had returned questionnaires. Three weeks after the questionnaires had been mailed, a follow-up post card was sent to everyone who had not returned a questionnaire that asked them to fill out the questionnaire and return it to ExL as soon as possible.

Out of the original 453 questionnaires mailed, five were found to be undeliverable, shrinking the sample size to 448. At the final cut-off

date, 231 of these questionnaires or 52% had been returned. Several more questionnaires were received after the cut-off date but were not used in compiling the data in this report.

The answers to these questions were transferred to computer punch cards and analyzed by the Ohio University computer. Then the data was re-compiled by extracting the respondents' answers about the geographical locations in which they lived (Cleveland area, southeast Ohio, other Ohio, and out-of-state) and analyzing all the other answers in relation to this answer.

Results

The following tables show how the respondents answered each question and the percentage of total responses given for each answer.

TABLE I

How did you first hear about the Extended Learning Program?

Response	Frequency	Percentage
newspaper article	173	75.54
television	6	2.62
radio	2	0.87
conversation with a relative or friend	24	10.48
speech or presentation at a club meeting	9	3.93
information presented at library	12	5.24
other	3	1.31
Totals	229	100.00

TABLE II

Have you been counseled by someone on the Extended Learning Program staff?

Response	Frequency	Percentage
yes	190	82.25
no	41	17.75
Totals	231	100.00

TABLE III

Are you participating or will you soon be participating in some college program as a result of counseling by the Extended Learning staff?

Response	Frequency	Percentage
yes	179	77.49
no	52	22.51
Totals	231	100.00

TABLE IV

What is your major reason for enrolling in college work through the Extended Learning Program?

Response	Frequency	Percentage
to complete requirements for a 4-year college degree	120	68.57
to complete requirements for a 2-year college degree	19	10.86
re-training or re-education with the goal of changing jobs or re-entering the job market	25	14.29
a desire to learn, with no special degree or job objective (learning for learning's sake)	11	6.29
Totals	175	100.00

TABLE V

Why couldn't you achieve your educational goal by enrolling in a regular, full-time college?

Response	Frequency	Percentage
my job makes it impossible for me to participate in regular college programs	78	44.82
I have to take care of children all day	25	14.36
there is no college within a reasonable distance of where I live	2	1.14
I have no transportation	4	2.29
the cost of a regular program is too expensive	14	8.04
I do not want to attend night college because I want to see my family once in a while	11	6.32
I do not want to attend night college because being out on the streets after dark is too risky	6	3.44
most colleges are designed for 18-21 year-olds and I would not fit in	8	4.59
most college programs are too rigid, and I like to be able to study what I want, when I want	17	9.77
other	9	5.17
Totals	174	100.00

TABLE VI

How did you feel about the counseling you received from the Extended Learning Program?

Response	Frequency	Percentage
could have used more counseling	52	30.77
counseling was adequate for my needs	116	68.64
too much counseling - I could have worked more independently	1	0.59
Totals	169	100.00

TABLE VII

In what area of college study are you interested?

Response	Frequency	Percentage
business administration	35	19.55
liberal arts (history, politcal science, math, English, science, philosophy, psychology, sociology, etc.)	67	37.43
technical studies (library tech. assistant, industrial arts, 2-year technical program, etc.)	15	8.37
nursing	7	3.91
education	35	19.55
art or music	5	2.79
communication (journalism, speech, radio-television, etc.)	5	2.79
other	10	5.56
Totals	179	100.00

TABLE VIII

To what program or university were you referred in order to begin your college work?

Response	Frequency	Percentage
College Level Examination Program (CLEP)	24	15.18
Ohio University Correspondence Courses	77	48.73
Learning Contracts or regular courses at the following schools:		
Baldwin Wallace	1	.63
Cleveland State	5	3.16
Cuyahoga Community College	10	6.32
Case-Western Reserve University	1	.63
Dyke College	8	5.06
Kent State University	2	1.26
Notre Dame College	0	.00
Ohio University, Athens campus	19	12.02
Ohio University, branch campuses	2	1.26
Rio Grande College	1	.63
St. John's College	0	.00
Ursuline College	2	1.26
other college	6	3.80
Totals	158	100.00

TABLE IX

Would you like to meet occasionally with other Extended Learning Program students who are taking coursework similar to yours to discuss common problems and interests?

Response	Frequency	Percentage
yes	123	70.29
no	52	29.71
Totals	175	100.00

TABLE X

If your answer to question #9 was "yes", how often would you like to meet with such a group?

Response	Frequency	Percentage
about once a month	37	30.33
about once every 3 or 4 months	34	27.87
have a meeting arranged by an instructor or counselor when needed	48	39.34
other	3	2.46
Totals	122	100.00

TABLE XI

So far, has the Extended Learning Program lived up to your expectations?

Response	Frequency	Percentage
yes	105	82.68
no	22	17.32
Totals	127	100.00

TABLE XII

What, in your opinion, is the major area where Extended Learning needs improvement?

Response	Frequency	Percentage
the cost of the courses should be reduced	46	31.29
need more counselors	9	6.12
not enough course variety	33	22.45
the programs now offered are not flexible enough	7	4.76
the programs now offered are too flexible; I would like to have a specific outline to follow when I am working towards my educational goals	12	8.16
the enrollment and counseling process takes too long; it should take less time to get applications processed and transcripts evaluated	18	12.25
other	20	13.61
no answer	2	1.36
Totals	147	100.00

TABLE XIII

If you answered "no" to question #3 and do not plan to participate in the Extended Learning Program, could you tell us the main reason you decided not to participate?

Response	Frequency	Percentage
it is too expensive	4	7.84
it did not offer programs or coursework I am interested in	12	23.53
I do not have enough time to participate	7	13.73
I am not interested in any education program at this time	8	15.69
other	20	39.22
Totals	51	100.00

TABLE XIV

In what area do you live?

Response	Frequency	Percentage
Greater Cleveland metropolitan area	178	77.39
Southeast Ohio	31	13.48
Ohio resident outside the Cleveland and Southeast Ohio areas	19	8.26
out-of-state resident	2	0.87
Totals	230	100.00

TABLE XV

What is your sex?

Response	Frequency	Percentage
male	59	25.99
female	168	74.01
Totals	227	100.00

What is your race?

Response	Frequency	Percentage
Caucasoid	148	64.35
Negroid	56	24.35
Mongoloid	1	0.43
no answer	25	10.87
Totals	230	100.00

TABLE XVI

What is your annual family income bracket?

Response	Frequency	Percentage
less than $4,000	9	3.98
$4,000 - $8,000	47	20.30
$8,000 - $12,000	68	30.09
$12,000 - $16,000	45	19.91
above $16,000	57	25.22
Totals	226	100.00

TABLE XVII

What is your age category?

Response	Frequency	Percentage
less than 23	12	5.31
23 - 30	53	23.45
31 - 40	65	28.76
41 - 50	56	24.78
51 - 60	36	15.93
above 60	4	1.77
Totals	226	100.00

TABLE XVIII

What is your marital status?

Response	Frequency	Percentage
single	26	11.30
married	167	72.61
divorced, widowed, separated, etc.	37	16.09
Totals	230	100.00

TABLE XIX

How much education have you had?

Response	Frequency	Percentage
high school only	42	18.42
less than one year of college	49	21.49
1-2 years of college	64	28.07
2-4 years of college	56	24.56
college graduate	17	7.46
Totals	228	100.00

TABLE XX

How are you employed?

Response	Frequency	Percentage
primarily in the home	36	15.72
hold a full-time job	149	65.07
hold a part-time job	23	10.04
unemployed	19	8.30
other	2	0.87
Totals	229	100.00

Conclusions

Before attempting to draw any conclusions, it should be pointed out that the 231 people who returned the questionnaires tended to be those who were planning on participating in the Extended Learning Program. Also, women returned a higher proportion of the questionnaires than did men. Only 22.5% said they did not plan to participate, but ExL records indicate that about 40% of those who applied are actually not participating. Almost 75% of the respondents were women, but only 67% of all the applicants on file were women.

The people interested in the Extended Learning Program are solidly middle class. Almost two-thirds are employed full-time, have a family income equal to or higher than the national average, and are married and over 30. Surprisingly, over 80% have had some exposure to college, with just over half having between one and four years of college credit. Of those who gave their race, 28% are Black, evidence of considerably greater participation by Blacks than is usual in other programs of this type around the country.

Most of the respondents (75%) first heard about ExL by reading a newspaper article. Conversations with relatives and friends were cited by 10% of the respondents as their initial introduction to ExL.

Just over 77% said they were either participating or planning to participate in the Extended Learning Program. Of this number, 83% said the program had lived up to their expectations. The respondents who decided to participate were quite definite in their reasons for enrolling in the Extended Learning Program. About 69% wanted to acquire a four-year college degree. An additional 11% wanted a two-year college degree, and 14% simply desired re-training or re-education with the goal of

getting a better or different job. It could be concluded, therefore, that these respondents were highly motivated towards practical goals.

Most of these people could not attend a regular college program either because of their job requirements or because they had to take care of children all day. It was often commented that the Extended Learning Program enabled these respondents to spend some time with their families rather than demanding that they spend many hours at a night school.

About 37% of the respondents who were interested in participating in ExL were interested in pursuing degrees in liberal arts subjects. Business administration and education each attracted the interest of almost 20% of the respondents. The intensity of interest in the area of nursing is unclearly illuminated by this interest question (Table VII). Only 4% of the respondents indicated an interest in nursing, but most of these are women who are three-year Registered Nurses who need a bachelor's degree to qualify for the jobs they are presently holding and to advance in their profession. Apparently there is a need in this area that is not being met by traditional nursing programs.

As might be expected at this stage in ExL, most of the participants are taking courses offered by various departments and programs at Ohio University. However, there are some students taking coursework through the facilities of other Ohio colleges, and at least one person is planning to participate in an out-of-state program offered by the New York State Board of Regents.

In general, most of the respondents felt that the Extended Learning Program is being properly operated to meet their own needs. Over 82% had received some type of individual counseling, and as was mentioned

before, 83% felt the program had lived up to their expectations. The major complaints from the respondents were that the program cost too much and that a broader selection of courses needs to be offered. Only 12% said the administrative processing was too slow.

Of those who were not interested in participating in ExL, the single, most-cited reason for this non-participation was the absence of coursework in a particular area of interest. The student responses suggesting an absence of relevent coursework referred primarily to courses that were available on campus but not available by non-residential methods. The second largest number said they were simply not interested in an educational program at the present time.

Finally, it was determined by using Chi-square analysis that the region where the respondents lived apparently did not make any difference in their orientation towards ExL. Demographic variables such as income, race, sex, marital status, and education were the same for students in both southeast Ohio and the Cleveland area. Also, the types of programs desired, reasons for participating in ExL, and opinions about the Extended Learning Program were the same.

Four case studies of ExL students are appended to the report to give the reader a more personal view of ExL applicants. These studies were written by a student hired by the Cleveland Commission on Higher Education. The editorial comments contained in the studies are those of the student writer and do not necessarily reflect the attitudes of the staff and/or advisory boards.

IV. METHODOLOGY AND DELIVERY SYSTEMS

Introduction

The ensuing sections describe the course and credit possibilities presently available to Extended Learning students and the counseling and referral process. One of the goals of the pilot study is to identify and test, by enrolling a limited number of students, expanded educational activities suitable for off-campus learning. Administrative and teaching problems that arise because of the different methodology are also under scrutiny.

Learning contracts, independent study through correspondence, and instructional television were the instructional methods used by most of the ExL students. Proficiency was evaluated through the use of Course Credit by Examination, College Level Examination Program, and diagnostic testing. Limited progress was made during the year in accreditation of past experiences and in identifying non-academic resources that might be utilized by students. A partial list of these resources appears on page 69.

Recently the staff of Karamu House (Cleveland), the Ohio University School of Theater, and ExL completed arrangements to offer credit for courses at Karamu House, taught by their staff. This program will begin in the fall. It is hoped that similar opportunities can be arranged with other organizations, some in a formal manner for groups such as Karamu House and others on an informal, individual basis.

New possibilities for students will also open up as a result of the studies being conducted by the Cleveland Commission on Higher Education on cooperative studies, financial aid, and a computerized master directory of courses offered in the Cleveland area.

Another innovative study-at-home program will be used next fall. This is COURSES BY NEWSPAPER, a project originated by the University of California and funded by the National Endowment for the Humanities. Approximately half a dozen Ohio newspapers are planning to participate in this course with local colleges.

Student Process

It was the intent of the Extended Learning Program, regarding the admission and processing of students, to minimize the time and effort required in this notoriously difficult area. This goal has been only partially realized.

Students obtain applications from the learning centers or the central office. After the application has been filled out, the student is counseled by the learning center coordinator, one of the practicum students, or assistants who have received special training for this task. During the initial interview, a general review of the student's background and interests is made and some tentative short and long-range goals are discussed. Discussion about the educational resources available to the student is an important element at this time. If the student has had no prior college work, it is usually recommended that he register for the College Level Examination Program (CLEP) at the test center nearest his home. Diagnostic tests may be recommended if the student feels that remedial work is needed. The possibilities of course-

work at local institutions or through correspondence study are investigated and specific suggestions are made.

Students who have had prior college credits are requested, at the initial interview, to have their transcripts sent to the central office for evaluation. When the transcript arrives, it is unofficially evaluated by University College and/or the Admissions Office of Ohio University as to the number of acceptable credits that can be awarded towards the requirements for the associate in arts or bachelor of general studies degrees. The evaluation of the transcript takes approximately one month. The completed evaluation is returned to the proper learning center and the student is recalled for a second interview during which specific study possibilities can be determined. The use of the learning contract is restricted to those students who have done acceptable college work or have demonstrated proficiency in written communication.

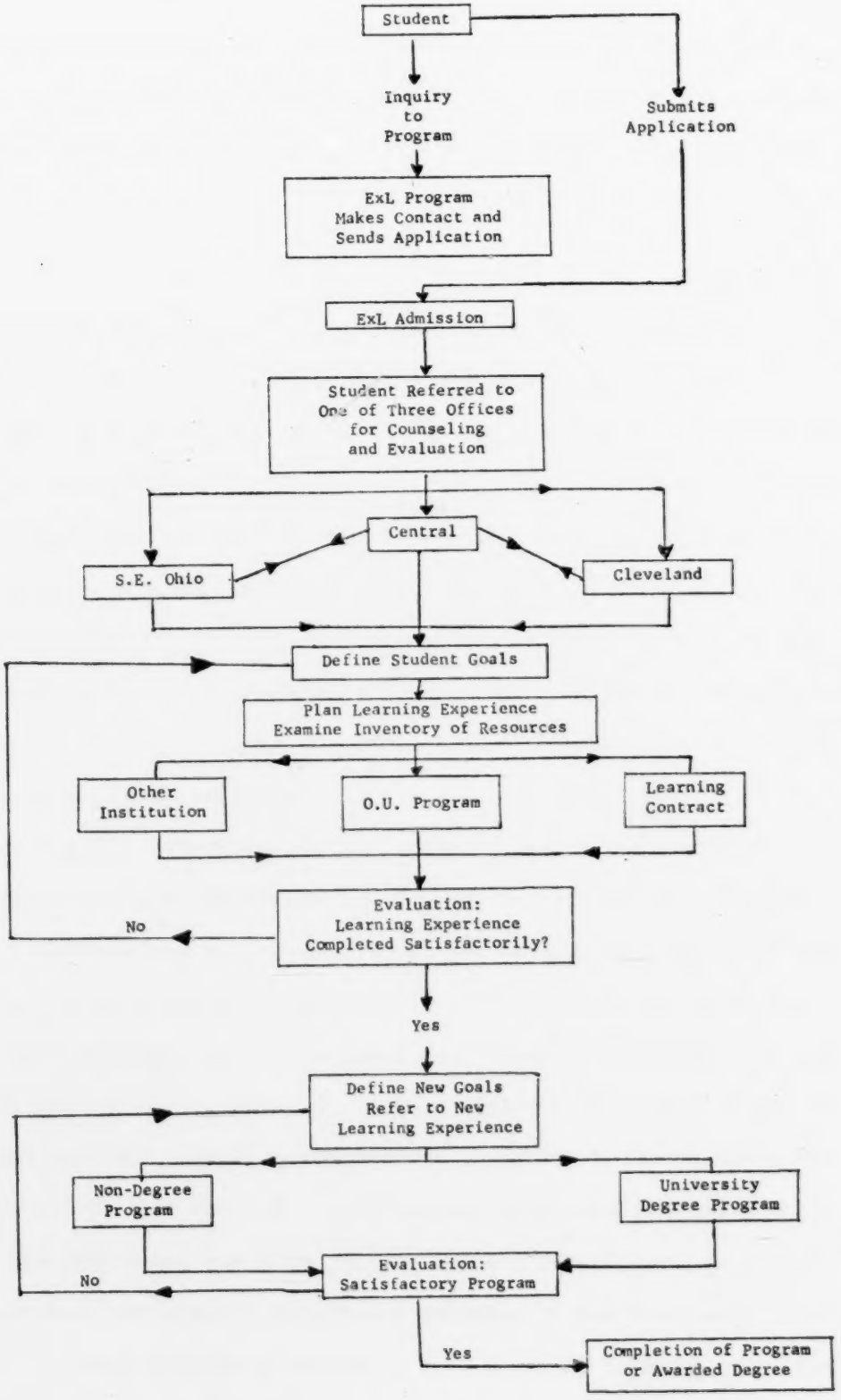
On February 1, 1973 a "hold" was placed on the processing of applications. This was felt to be necessary in order for the staff to better follow through on the 453 applications already received. There are now eighty-two applications on "hold."

Table XXI indicates the number of inquiries in relation to the number of applicants. The student process is shown in schematic form on page 33.

Recommendation

It is recommended that efforts be continued toward making the application and processing of students more efficient and therefore less time consuming for the student. This should be implemented internally (among the various ExL centers) and externally (through inter-institutional transfer). Steps should be taken to accommodate transient students, i.e.,

TABLE XXI


Student
Inquiry to Program
Submits Application
ExL Program Makes Contact and Sends Application
ExL Admission
Student Referred to One of Three Offices for Counseling and Evaluation
Central
S.E. Ohio
Cleveland
Define Student Goals
Plan Learning Experience Examine Inventory of Resources
Other Institution
O.U. Program
Learning Contract
Evaluation: Learning Experience Completed Satisfactorily?
No
Yes
Define New Goals Refer to New Learning Experience
Non-Degree Program
University Degree Program
Evaluation: Satisfactory Program
No
Yes
Completion of Program or Awarded Degree

students should be allowed to take courses from different institutions without paying admission fees at each institution. Research is also needed to isolate those factors that are involved with the retention and withdrawal of students.

Counseling

Nearly all of the people (82%) who have sent applications (453) to the Extended Learning Program have recieved personal counseling, either by telephone, through a visit to one of the learning centers, or in a library located near their place of residence. Another group of approximately 1,027 has received counseling from ExL staff members, but has not completed applications. This latter group includes people who came out of curiosity and then decided ExL was not suitable for them as well as people who were referred to other institutions that were able to fulfill their needs.

In a broad sense, the counseling is concerned with helping individuals define their goals and with presenting suggestions about the means to reach these goals. In the case of the student who has had no prior college work, this process may require several interviews before the student arrives at a realistic plan of study. Counseling with students who have had prior academic work involves details regarding transferability of credit, sometimes foreign credits. Students may be working toward certification or licensing by a non-academic agency, the requirements of which might compound their difficulties. They may be referred to several sources of possible assistance, some of which are acceptable and others not. There is a lot of informal exploration between the students, counselor, and other agencies before a plan of action is settled upon.

The experience of the ExL staff has supported the fact that there is a definite need for a neutral, unbiased counseling service for mature, part-time students. Time and time again, ExL students have reported that they cannot get counseling at a college or university because they do not readily fit into the existing programs. The existing programs are not usually willing to accommodate the non-traditional student; the continuing education divisions are not set up to counsel degree-oriented students, and so a void exists, which ExL counseling has begun to fill. Realistic individual counseling is proving to be an essential ingredient to successful student participation in the program.

Recommendation

From the experience of the pilot project year, it is evident that the counseling function is of primary importance to the success of ExL. It is recommended that this aspect of the program be given high priority in terms of budget and time allocation.

In this respect, it is further recommended that a cadre of counselors be specifically trained to deal with the problems of non-traditional students. This group, which could be provided intern experiences with ExL, may be comprised of graduate students, volunteers, and/or paid assistants. In the future organization, they should remain unattached to any single university and would hopefully be able to operate throughout the State in a network of advising centers.

Broad Bases of Knowledge Vs. Organization of Knowledge into Disciplines

The University of Oklahoma and the British Open University, as well as some other innovative programs in higher education, have designed their curricula according to broad bases of knowledge; thus the University

of Oklahoma uses the theme "Man in the Twentieth Century" as the focus of inter-related courses in humanities, social sciences, and natural sciences. Other colleges have revised their course offerings according to thematic and/or problem-solving experiences. These interdisciplinary approaches lend themselves to creative thinking and offer intriguing alternatives to traditional divisions of study.

The committee that proposed the Extended Learning Program chose to use the pilot project method to ascertain the type of learning experiences desired. A large majority of the students who responded to the initial publicity and applied to the program had specific educational goals in mind. Only a handful of students expressed an interest in interdisciplinary or thematic studies. The following areas of study have been specified by ExL students on their original applications:

Business and Accounting	- 57	Social Sciences	- 5
Fine Arts	- 22	Paramedical Professions	
Education	- 78	(other than nursing)	- 12
Engineering	- 8	Library Technical Assistant	- 14
Law	- 8	Miscellaneous	- 27
Nursing	- 13	Undecided	- 34

This listing is only partially indicative of the diversity of interest that students expressed. In follow-up counseling interviews, students discussed needs in terms of specific courses.

From this small sampling of student needs and interests, it appears that the demand is for specific courses rather than broad areas of knowledge.

Several hypotheses that may explain this phenomenon are:

1. The majority of ExL students are mature enough to know specifically what career objectives they want and therefore seek courses that relate to their employment goals.

2. The typical ExL student has come through an educational system that consisted of courses separated into disciplines.

3. The Extended Learning Program, functioning under the aegis of Ohio University, tends to perpetuate the traditional subject areas even though the delivery of the courses is changed.

Recommendation

It is recommended that the students' learning activities continue to be organized in course type units, similar to residential courses, but that educational programs be conducted with students and faculty to make possible interdisciplinary approaches. Investigation should also focus on how different delivery systems can best extend the different curriculum components. This study should be conducted in cooperation with department chairmen or department representatives.

Independent Study Through Correspondence

Approximately 60 students had enrolled for correspondence courses as of May 1, 1973. Eight of these students signed for two courses, a procedure recommended only for persons who have demonstrated capability in college level work. The range of courses and the number of persons registered is as follows:

Accounting	- 2	Journalism	- 1
Bacteriology	- 1	Library Science	- 1
Business Law	- 2	Marketing	- 1
Economics	- 2	Mathematics	- 2
Education	- 10	Philosophy	- 2
English	- 6	Physical Science	- 1
Health, Physical Ed. & Recreation	- 4	Physics	- 1
History	- 2	Psychology	- 24
Home Economics	- 1	Radio-Television	-
Humanities	- 1	Sociology	- 3
		TOTAL CREDIT HOURS	304

Because independent study requires a high level of initiative and self-motivation, the Extended Learning Program plans to provide on-going counseling by the staff for the student involved in correspondence study.

Group meetings will be encouraged wherein a student can receive assistance from the staff and peer group support; Extended Learning will thereby attempt to combat the drop-out rate.

There are approximately 125 courses offered via correspondence by Ohio University. The Extended Learning Program has received requests for courses in foreign languages, biological science, and special education that are not available at Ohio University at this time. These requests are being considered by the Extension Division; courses are being continually up-dated, and problems of tardy mail service are being investigated in order to provide better service.

Twenty ExL students who have enrolled in correspondence study attended a meeting at the Cleveland Public Library. The purpose of the meeting was to discuss the advantages and disadvantages of independent study. Common problems of self-discipline and motivation were explored. Many of the students exchanged names and telephone numbers with persons taking the same course in order to form a telephone support system.

One area of concern was the lack of acceptance of correspondence study credit by the Cleveland schools. The students felt that easier transferability of independent study credit should be implemented if the extended learning concept is to become a realistic degree program.

Recommendation

It is recommended that the selection of correspondence courses be broadened. Discussions with other Ohio colleges and universities should be initiated in an effort to encourage the acceptance of correspondence credit through transfer of credit. Extended Learning will continue to counsel with and consult with students utilizing Independent Study through Correspondence in an effort to learn from their concerns.

Course Credit By Examination

Credit earned through Course Credit by Examination (CCE) is for specific courses offered by Ohio University. The CCE catalog lists 158 examintions generally available, and a large number of examinations are available upon request.

The cost for CCE ($5.00 per credit hour) is considerably less expensive than that for regular coursework or correspondence study. The low cost and the opportunity to earn credit through examination combine to make CCE an attractive option to ExL students. There have been two major problems in the utilization of the option. First, the extension division that administers CCE has been operating on a set budget that makes any large scale increase in the number of students using CCE financially unfeasible. Secondly, the tests are often designed to correlate with the specific content of the on-campus course. By not testing broad knowledge in the subject area, the tests tend to discriminate against off-campus students.

Two ExL students have registered for CCE and are preparing for tests in English (5 hours) and Geography (4 hours).

Recommendation

It is recommended that continued effort be expended to make CCE a viable option for non-residential students. A new budgeting scheme is needed for CCE that would make the examinations more widely available. In addition, ExL recommends that a concerted effort be made with departments to expand the courses available through CCE and to investigate the use of a variety of evaluative techniques other than written examinations.

Contract Learning

The learning contract is a student/faculty designed study for a designated period of time. The student and faculty member are responsible for establishing educational objectives, determining the content of the contract, the evaluation criteria, the procedures to be followed, and the credit to be given. Each contract is a unique document taking into account the needs and backgrounds of the contracting individuals. This method of study provides the adult student with the possibility of utilizing his life experiences in conjunction with academic study.

A majority of external degree programs in the United States offer the learning contract option. Many programs offered by the University Without Walls consortium utilize this method exclusively. The programs that have a high proportion of learning contract students cater to a limited clientele. ExL experience indicates that the ambiguity of the learning contract situation is a hindrance to students who have not had prior college work. The open admission policy of ExL has attracted twice as many students who desire correspondence study as those who feel confident to undertake a learning contract. In contrast to the learning contract, the programmed format of correspondence study offers a secure base that the inexperienced student appears to need.

The following chart indicates the number of students utilizing learning contracts:

Art	- 1	Library Technical Assistant	- 9
Psychology	- 2	Library Science	- 2
Design	- 1	Business & Industrial Communications	- 1
Sociology	- 1	Creative Writing	- 5
Government	- 1		

There have been problems of communication between the students in the Cleveland area, the Cleveland learning center, and the Athens central

office in negotiating contracts. Through no fault of their own, the Cleveland staff finds it much easier to enroll a student in correspondence than to be of assistance in the setting up of a learning contract. When a student feels that he wants or needs a contracted learning experience, the information is relayed to the central office, which must then find out from the student the specific area of study desired. Only after this process is completed can the central staff contact the department chairman and approach an instructor about the project. The instructor must then write or telephone the student to set up the details of the study. This is time consuming and frustrating to all parties involved.

In an attempt to alleviate this situation, the central staff has made monthly trips to Cleveland for purposes of counseling students. Daily telephone conversations between the two offices have also helped shorten the time involved in setting up learning contracts.

In order to examine the effectiveness, to date, of the learning contract program, questionnaires were mailed to the 15 students and 12 instructors participating in this program. Ten student questionnaires and ten instructor questionnaires were returned by the cut-off date and provide the basis for this portion of the report.

The students were unanimous in their opinion that learning contracts provide effective means of taking college courses. About half the students had never had a face-to-face meeting with their instructor, and some of these students expressed a desire to have such a meeting. These meetings are desired more for psychological reasons than for scholastic reasons. One student wanted to make an inquiry about the instructor's background. Another said he would feel more secure if he could meet his instructor. Fortunately however, no one felt any problem in initiating learning contracts or communicating with the instructors after they began work.

The instructors were equally unanimous in their opinion that no major problems had arisen concerning learning contracts. One or two expressed some concern with the amount of time they spent directing learning contract students, but again, neither felt this was an insurmountable problem. It was suggested that there was a need for properly orienting students toward the concept of "independent study" and a need for occasional meetings of the Extended Learning Program director with participating faculty to stimulate new ideas and methods for this program.

Recommendation

A more formalized process for setting up learning contracts needs to be established at Ohio University to facilitate communication with faculty. Part of the process should be an on-going program of inservice training for faculty to help increase their understanding of extended learning students and contract learning. Equally helpful would be the opportunity to utilize part-time faculty from Cleveland to a greater extent than has been done in the past months.

Evaluation of Work Experience and Life Experience

Accreditation of past experience can play an important role in motivating an adult student to enter or re-enter college. The purpose of this type of accrediting experience is to determine whether or not a student has attained by his own intellectual initiative, in his life situation, or through his employment a comparable degree of knowledge or competence to that which has been earned through traditional classroom methods.

One of the problems in this area is the great diversity of requests for credit, for experience evidenced in business, in child-rearing and homemaking, in non-credit courses, in travel, and in publications. Obviously, some of these experiences are easier to evaluate and correlate with classroom learning than are others.

The College of Business Administration at Ohio University, at the request of the Extended Learning Program, has agreed to award 28 credit hours to persons who have received the Chartered Property Casualty Underwriter Diploma. These hours are awarded for studies completed in economics, finance, business law, and accounting. As a result of this test case, a proposal has been submitted for funding to study the possibility of awarding credit for other insurance and banking diplomas.

Credits have been awarded to individuals for prior work in journalism and radio-television. These experiences were evaluated through the submission of portfolios and through personal interviews. The majority of requests that have been received for life experience credit must be individually evaluated. These evaluations may be written or oral and may in some cases be skill or performance evaluations. The process is a lengthy one and depends to a great extent on the willingness of the faculty to expend the time and effort necessary for individual evaluation. At this time there is no charge to the student for this service, nor is there any financial remuneration to the faculty member or department.

Recommendation

It is recommended that a study be made of other schools that are dealing with this problem in order to draw a set of guidelines and establish evaluative criteria. The possibilities for assessing and awarding credit should be broadened, and the process should be simplified.

The purpose of the procedure will be to determine whether a student has reached a level of competence or achievement in subject matter areas comparable to established courses.

Standarized Tests

Approximately 115 Extended Learning students have been referred to College Level Examination Program (CLEP) testing centers for the general education battery of tests. It is not possible to ascertain the percentage of those referred by ExL who have actually taken the exams. Not all who took CLEP examinations had their results sent to Ohio University; results for 16 ExL students have been evaluated by the Ohio University Admissions Office, and 14 of the 16 have been awarded 343 hours of credit. In order to earn credit through CLEP at Ohio University, scores must be at the 45th percentile or higher. The evaluation of CLEP results for ExL students follows established University procedure.

There are several universities and colleges in the ExL learning center areas that do not accept CLEP credit. There are also differences among schools regarding the percentile level necessary for awarding credit.

CLEP subject examinations require separate departmental approval and are therefore less available for use. Ohio University is presently negotiating approval of subject examinations with several departments. At the present time, the Psychology Department will grant credit for two such examinations.

CLEP general education battery examinations are a valuable alternative for the mature off-campus student. They are prepared to test a general body of knowledge, whereas Course Credit by Examination tests are usually designed to ascertain knowledge in the specific subject areas of the on-campus courses at Ohio University.

Recommendation

It is recommended that efforts be continued to gain wider acceptance of CLEP general education battery and subject examinations by various departments of Ohio University and by other colleges in the state. It is also recommended that a uniform procedure of evaluation be sought at institutions in the State of Ohio.

Television

The main thrust of instructional television in the State of Ohio has traditionally been in elementary and secondary in-school programming. Higher education courses have been offered from time to time either on closed circuit systems or over a limited broadcast area.

One of the original goals of ExL in regard to television programming was to put together an inter-institutional "package" of courses that would be broadcast as widely over the State as possible. This plan was approved by the ExL representatives of each university who are on the Board of Advisors. It was thought that four or five course programs would be chosen, each carrying credit from the university that produced the course, and each charging the tuition set by the university that produced the course. The department that produced the course would evaluate the students who registered. Credit would then be transferred to the school from which the student was seeking a degree. This plan did not materialize because of the scarcity of videotaped courses of broadcast quality and because of the problems involved in negotiating releases.

While attempts were being made to involve other state universities, production was begun at Ohio University on a telecourse entitled "Understanding Africa." This course was designed by the African studies

faculty to give an overview of Africa through the use of videotape and to give the student an opportunity to pick an area of individual interest for an independent study project.

Six other departments at Ohio University were contacted regarding their willingness to use previously videotaped material as the basis for a course that would carry departmental credit. Two departments, Economic Education and Elementary Education, responded favorably to this suggestion.

The thrust of ExL's experimentation with instructional television thus changed from inter-institutional cooperation in the assembling of videotaped courses to the development of a program of general interest within Ohio University. It was felt that the one locally produced course, "Understanding Africa," did not have broad enough appeal to stand alone as a test series.

The total student enrollment for the telecourses was as follows:

"Economic Education" - 16
"Understanding Africa" - 11
"Do You Read Me?" - 21

Total 48

Total Credit Hours - 165

This enrollment was disappointingly low. Several factors may have contributed to such low registration: (1) the cost of the courses--$52.50 for a three-hour course and $70.00 for a four-hour course; (2) the lack of a personalized publicity campaign in Cleveland; and (3) the timing--these courses were not broadcast until late spring. There was very favorable verbal response to the announcement of the courses. Agencies such as PACE, the Cleveland Board of Education, the Veteran's Administration, etc., called and requested hundreds of brochures. This interest did not, however, translate into registrations.

From this experience, the ExL staff feels that to be financially successful telecourses must:

1. Satisfy a broad general interest
2. Serve a professional need (e.g., certification)
3. Be beamed to a captive audience
4. Be entertaining

The following account indicates the costs involved in presenting this three-course series:

Broadcast rights and rental for:	
"Do You Read Me?"	$ 816.00
"Economic Education"	876.25
Study guide preparation and duplication for three courses	572.00
Purchase of videotape for:	
"Understanding Africa"	1,962.50
Publicity:	
brochures, posters	288.00
postage, envelopes	200.00
Total	$ 4,714.75

It should be noted that the only cost to the Extended Learning Program in the production of "Understanding Africa" was the purchase of the videotape. The following costs were paid by Ohio University departments:

Honoraria for ten participants	- $1,300.00 (International Studies)
Production and transmission costs	- 8,707.00 (WOUB-TV)
Total	$10,007.00

These costs are obviously too high for a program with a limited budget to carry alone. Additional funding for the next biennium has been sought from governmental and private sources.

Recommendation

It is recommended that the Extended Learning Program in conjunction with the Ohio Educational Television Network investigate the feasibility of a consortium of state universities whose main purpose would be to broadcast college courses for credit. An example is the proposed Kent, Akron, and Youngstown Universities consortium. Such a consortium would help spread costs, coordinate efforts, and thus eliminate duplication of effort and competition. A united effort would also be helpful in promoting the concept and in obtaining air time, both from educational and commercial stations. With the advent of a statewide educational television network, it would appear that this is a propitious time for the initiation of cooperative use of facilities.

Interest has been expressed in the use of cable television to expedite the delivery of videotaped programs, and the ExL staff recognizes that the potential and capacity of cable systems is growing throughout the nation. At this time ExL has not become involved in this type of delivery because of the limited availability of cable programming to students served by ExL. It is recommended that a study be made of possible uses of cable television in connection with the Extended Learning Program.

Other Instructional Approaches

The following examples are indicative of other ways the Extended Learning Program is making educational opportunities available:

Most of the students who are enrolled in the library technical assistants program are working in libraries. They have from 1 to 20 years experience in the field and are being individually evaluated and counseled concerning courses they should take and courses for which

they might gain credit by examination. The introductory course, which all of the students are taking, serves as a vehicle for assessing individual strengths and weaknesses. Audio cassettes, correspondence lessons, and slides, as well as personal interviews, are being effectively utilized for these courses. Additional funding is being sought for futher development of materials.

Another course has been developed for professional newspaper journalists. The picture editing course has been conducted on weekends utilizing various newspaper plant facilities. It is the first in a series of courses designed to allow journalists, who are working full-time, to earn a degree.

The Extended Learning Program has helped to accommodate a group of teachers in Cleveland who are presently teaching in pre-school situations while attempting to complete their certification and degree requirements. With the cooperation of the Cleveland learning center staff, the Cleveland Commission on Higher Education, and the Cleveland Board of Higher Education, special classes have been arranged through Ursuline College. Scholarship money was made available for this group through the Cleveland Commission on Higher Education.

Recommendation

Continued development of non-residential studies is needed. It is recommended that the Extended Learning Program proceed in developing the areas mentioned above and to investigate other possibilities; for example, CAI (computer assisted instruction), radio, telephone network systems, newspaper courses, etc.

The following tables summarize the activities of students during the pilot project year.

TABLE XXII

Number of Inquiries, Applicants, and Counselees

Inquiries	2,400
Counselees	1,027
Applicants	453
Applications on Hold	82

TABLE XXIII

Number of Students Enrolled and Total Credit Hours

Method of Study	Students	Credit Hours
Independent Study Through Correspondence	60	304
Course Credit By Examination	2	9
Telecourses	48	155
Learning Contracts	42	159
College Level Examination Program		
number referred	115	
results received at Ohio University	16	343

V. DEGREE PROGRAM

Degree Characteristics

In relation to degree programs, the original goal was to explore and determine the types of degree programs, including both associate and baccalaureate degrees, that would lend themselves to being offered through independent study approaches.

The Committee on the Extended University pointed out that course-work taken through the Extended Learning Program could apply toward degree programs granted through different colleges of Ohio University. The bachelor of general studies and associate of arts offered by University College of Ohio University were specifically mentioned as degree possibilities, but other degrees granted through various colleges should also be investigated. It was also hoped that cooperating state institutions would make available degree programs for the extended learning student.

Students involved in the pilot project therefore were guaranteed that coursework taken at Ohio University through offerings of the Extended Learning Program would apply toward degree programs at Ohio University or could be transferred to another institution according to established transfer policy.

During the pilot year, the following premises were made about possible degree programs:

1. The degree program should be student-oriented so that individually tailored programs could be developed by the student with the help of an academic advisor.

2. There should be no specific courses required for the degree, although general requirements such as a minimum amount of work at the upper level and a total number of credits should be required. In addition, some coherence and progression towards an appropriate goal should be satisfied by the degree plan.

3. No time limit should be established for the completion of the degree, although means should be found to complete required activities and accumulate credits without delay so the time for completion for the part-time student is not stretched to infinity.

4. Although a minimum number of credits should be completed at the institution that awards the degree, a liberal transfer of credit policy should be adopted.

5. Standards of acceptable work must be equal to those of other degree programs.

6. Opportunity for students to design the degree program for career or vocational training as well as liberal studies must be available.

7. When specific course requirements can be satisfied, either through extended delivery systems or by other means, all degree programs offered by an institution should be an option for the student.

During the course of the operation of the pilot project, the question arose whether a new degree program with the above characteristics needs to be developed, or whether it was possible to adapt an existing residential degree program that satisfied the premises and which could still serve a different population than was originally intended. Setting of standards and controlling of procedures, acceptance by faculty and students of the degree, ultimate use made of the degree, and what the degree should be called were discussed. These questions were not satisfactorily answered, but it seemed to be the consensus, although not a unanimous one, that the on-campus degree should not be adapted to serve the non-residential student. Questions arose about the acceptability of the bachelor of general studies or extended learning degree by the student, the employer, graduate schools, or the general public.

There is no doubt that most students admitted to the Extended Learning Program would prefer a traditional degree with which they are more familiar but when it is explained that the bachelor of general studies is the most feasible degree possibility through Extended Learning and that acceptance by employers and graduate schools is growing, students accept it as a good second choice.*

Accreditation of Degree Program

Although the future organization of the Extended Learning Program may not be such that accreditation by a regional commission is appropriate, the position of the regional accrediting commissions on non-traditional programs is pertinent to the development of Extended Learning degree programs for several reasons. First, in the event that a separate institutional model is chosen as the most desirable operational organization for the Extended Learning Program, the development of that model will have to be consistent with the policies of the regional commission in order to receive accreditation. Second, the focus of regional commissions is on assuring that certain standards of quality are upheld; the guidelines on quality established may provide reasonable guidelines for assuring quality in the Ohio Extended Learning degree program. Therefore, if the Ohio program has been consistent with or exceeded the accreditation guidelines, the mere fact of accreditation may not become a factor.

Recently, the Federation of Regional Accrediting Commissions of Higher Education issued an "Interim Statement on Accreditation and Non-Traditional Study." The Federation has determined as general policy

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*William L. Allen, "A Comparative Study of General Studies Graduates with Graduates of Other Degree Programs at Ohio University", (Unpublished Mimeographed Report, Ohio University, Athens, Ohio, 1973).

that accreditation will be considered only when a number of individuals have been granted a degree or have qualified for the degree, that an institution that does not use traditional criteria and mechanisms of review and control of quality should be prepared to demonstrate their alternate means of assuring quality, and that any evaluation of programs should be conducted in a comprehensive, flexible and fair manner by persons who have experience in non-traditional programs.

As guidelines, the statement outlines the following:

1. Evidence will be required that the degrees are awarded on the basis of definite criteria and demonstrated competency commensurate with the level and nature of the degrees.

2. Appraisal, evaluation or examination procedures must include explicit statements of criteria and standards of judging satisfactory performance.

3. Publicity statements to students must be factual and actual services must be consistent with publicity.

4. Policies regarding the amount of outside work for pay and safeguards surrounding use of institutional resources and facilities for their intended purposes are required.

5. Conditions and circumstances of subcontracts with adjunct faculty in the community, with museums, libraries and other diverse facilities should be made explicit and should be in conformity with the policies of the institutions.

6. Conditions and circumstances of subcontracts by unaccredited institutions with accredited institutions for use by students of resources, facilities and degree-granting perogatives should be made explicit and consistent with institutional policy and Federation guidelines on relationships with non-accredited organizations.

Recommendation

It is recommended that a bachelor of extended learning and an associate of arts degree be developed to be offered through the Extended Learning Program with the requirements and process specifically designed to satisfy the needs of the Extended Learning student. Matters of control, establishing requirements, and reviewing programs should also

be within the aegis of the Extended Learning Program. Standards of course content, teaching methods, evaluation of students, and other functions related to the educational activities of students should be the responsibility of the academic departments. The degree should be developed with the guidelines of the accrediting commission in mind.

FACULTY

Goal

The primary goal of ExL in relation to faculty was to assess the resources and interest of faculty in supporting independent study and to identify academic problems involved in such instruction. A diverse group of faculty was utilized in testing the feasibility of offering learning experiences through various delivery systems. Individual instructors, each using different techniques, provided the ExL staff with a broad overview of independent study possibilities. Faculty at Ohio University and four other universities in the Cleveland area approved as part-time faculty by Ohio University academic departments instructed, tutored, and counseled students, in short, performed the necessary functions involved in providing correspondence courses, course credit by examination, contract learning, television instruction, etc.

Faculty who were involved in correspondence study and in course credit by examination were hired by the Extension Division of Ohio University. Particular contacts of Extended Learning staff with faculty resulted from the negotiations for contract learning, televised courses, and special problems of evaluation of learning acquired by work or life experience.

Contract Learning

When a student expressed an interest in a contract learning project, Extended Learning staff determined the discipline under which the project would fall. The chairman of that department was then contacted and asked

to appoint a faculty member who might be interested in supervising the study project. Extended Learning staff then arranged for communication between the student and faculty member to outline the requirements of the project.

Faculty members had final responsibility for determining the amount of credit to be given, the form the evaluation would take, the requirements of the interim reports, and the final grade. Existing independent study course numbers presently part of the academic programs of each department were used in registration. The facilitation of the independent study portion of television courses was handled in a similar way.

Acceptance

Although no general survey of faculty was made to determine acceptance of these methods, Extended Learning staff found a mixed reaction in approaching department heads and individual faculty. In some instances, because of the nature of the course proposed, it was felt by faculty to be impossible to extend it off the campus. Other courses seemed compatible with such an off-campus approach. A number of faculty did serve the program by supervising a study project, and a variety of disciplines was represented.

Part-Time Faculty

Several qualified persons who were not Ohio University faculty were hired to supervise learning contracts. Because the credit being offered was Ohio University credit, each person had to be approved by the appropriate department chairman. They were usually from the same geographical area as the student. Part-time faculty were approved in English, journalism, library technical assistance, mathematics, and theater.

In all but one instance these individuals were not connected with another college or university. They were qualified because of their academic preparation, expertise, and/or work experience. When negotiating with faculty from colleges other than Ohio University, the policies and procedures of the different institutions related to outside activities and overload remuneration had to be considered. In some instances, because of university policy, it would have been difficult for a faculty member to teach for the Extended Learning Program.

Because of closer proximity with the student, the interest of the individuals involved, the opportunity to use the skills and expertise of non-college personnel, and the fact that institutional policies made it difficult to negotiate with college faculty, the use of part-time non-college faculty appears to be a desirable approach to contract learning instruction.

Faculty Remuneration

Instruction for all methods of independent study used in the Extended Learning Program was compensated on a per student/per credit hour basis. Remuneration of Ohio University faculty was on an overload-for-pay basis.

Because the number of students assigned to any one faculty member was very small, it was not feasible to include such assignments as part of regular university teaching responsibilities. An alternative might have been to have faculty members take on the extra duties as a service without compensation, but with proper notification being made on their service records for purposes of evaluation for promotion.

However, because procedures had already been established to pay overload for programs already in existence that were used by Extended Learning, it seemed appropriate to be consistent. Also, it was felt that

to get faculty to respond to sensitive instructional needs would have been a difficult task without direct payment.

However, on a long-range basis, when the program is developed, a procedure needs to be established whereby a teaching assignment with Extended Learning would be part of a faculty member's regular load, with Extended Learning reimbursing the department.

Recommendation

It should continue to be the goal of the Extended Learning Program to assess a variety of teaching resources in regard to the possibility of serving the non-traditional student. This would include Ohio University faculty, faculty from other colleges, and qualified persons from the community. An organized information and education program needs to be developed to explain the needs of this unique student body and the requirements of contract learning. Faculty should also be involved in a cooperative effort to explore new ideas and methods.

INTER-INSTITUTIONAL COOPERATION

Colleges and Universities

In the original charge to Ohio University, Dr. Millett, then Chancellor of the Board of Regents, suggested that other state universities might be involved in the study of the concept of the extended university. Thus, the goal of the Extended Learning Program during the pilot project was to establish effective working relationships with existing colleges and universities and to assess resources and interest in these institutions in support of independent study.

In response to the charge, the development of relationships with other institutions has been attempted primarily through the Board of Advisors representatives and the Cleveland Commission on Higher Education. Because the bulk of the operation was centered in the Cleveland area, the focus of the cooperative effort was there.

The Cleveland Commission served as an overall coordinator and trouble-shooter for the Extended Learning Program in its liaison with Cleveland institutions and helped in assessment of the different institutions' readiness to serve the ExL student. A survey was made of member institutions of the Cleveland Commission to get an overview of such readiness of individual institutions to respond to ExL students. A similar assessment was made of institutions represented on the Board of Advisors.

Data were gathered and an analysis was made of the types of educational services that students could use in their pursuit of

academic credit. (The determination of which services would benefit the student was made during the pilot project.) Institutions were asked whether they grant credit for the College Level Examination Program general and subject examinations, for course credit through examination programs, and for work-related learning experiences. These institutions were also questioned as to whether credit from correspondence courses would be accepted toward degrees. State colleges were asked whether they offered a general studies type of degree.

Information in Table XXIV below includes ten of the twelve state universities, a technical college, and a community college. Table XXV includes information from the nine member colleges of the Cleveland Commission. Because the survey instruments were slightly different, the summaries have been presented separately.

Summary - Board of Advisors Represented Institutions

Of the thirteen reporting universities, five indicated that they offered a bachelor of general studies or adult liberal studies degree. The course requirements of the degrees differ in each institution--requirements being usually those of the general area of study rather than of specific courses. All have requirements of at least 45 hours to be completed at the institution granting the degree, and only one stated that these hours could be satisfied by off-campus offerings. Eight institutions offer evening classes, but only one has a formal night school with a separate administration. There is only one correspondence school in the state, but most institutions accept a limited amount of correspondence credit. There are a few instances, however, in which no correspondence credit is accepted.

TABLE XXIV. BOARD OF ADVISORS REPRESENTED INSTITUTIONS - INSTITUTIONAL READINESS

Institution	BGS Type Degree	Resident Requirements	Evening College or Courses	Correspondence Study	Independent Study	CCE	Accept CLEP General	Accept CLEP Subject	Experienced Based Learning	Financial Aid for Part-time Students	Admission Requirements for P.T. or Transient Students	Part-time Faculty	TV Courses
A	Y	45 hrs.	N limited classes		Y Department	Y Dept.	Y 45 hrs.	N	N	N	N	Y	Y
B	N					Y Departmental	Y 45 hrs.	N	N	limited	N	Y	N
C	N		Y		Department	Departmental	1. Y 44 hrs.	Some	N	limited	N	Y	N
D	Y		Y										
E	Y		Y		Departmental		45 hrs.	21 hr.	N		N	Y	Y
F	Y	45 by corres.	Y	Y	Y	2. Y	45 hrs.	Y Psy	limited		Y	Y	Y
G	N		N		N	2. Y	N except Math	Y	N	N	Y	Y	N
H	N		Y		N	N	N	N	N	N	Y	Y	N
I	Y	45 hrs.	Y		N	N	75 hrs.	N	N	N	Y	Y	N
J	N		Y		Department	Departmental	N	9 hrs. Hist.	N	N	Y	Y	N
K													
L	Assoc. in Arts	45	Y		Department	Departmental	45 hrs. gen.	N	N		N	Y	N
M	N		Y		N	N	N	N	N	N	N	Y	N
N	N		Y		Department	N	N	N	limited	limited	N	Y	N

1. Must be 22 years of age.

2. Formal organized program.

TABLE XXV. CLEVELAND COMMISSION REPRESENTED INSTITUTIONS - INSTITUTIONAL READINESS

COLLEGE	CREDIT FOR CLEP		INDEPENDENT STUDY		Credit for Correspondence Courses	Special Credit in Course Examinations	Credit for Regular Course Offerings	Credit for Individual Work-Related Learning Experiences	Credit for Previous Work-Related Experiences	Financial Assistance for Part-Time ExL Students
	General Examinations	Subject Examinations	Directed by Full-Time Faculty	Directed by Part-Time Faculty						
A	N	N	2,5 Y	2,5 Y	N	N	N	5,8 Y	Y	Interest Free
B										
C								Y	Y	N
D	45 qtr. hrs.	N	N	N	Y	to 44 6 qtr. hrs.	Y	N	N	
E	1 N	N	N	N	N	to 18 7 qtr. hrs.	7,8 Y	limited	limited	Project Srch, EOG
F	N	3 Y	Y	N	N	1 N	5 Y	1 N	1 N	
G	30 hrs. with 50 percentile		7,3 Y	N	N	N	7 Y	N	N	N
H										
I	3,5 Y	3,5 Y	3,5 Y	3,5 Y	Rare	N	5,8 Y	9 Y	N	N
J	N	N	N	N	N	N	3 Y	N	N	All fed ~~0~~ state aid
K	5 30	5 30	1 N	1 N	N	5 30	N	1 N	1 N	N

1. Under consideration.
2. 6 hours per quarter - full-time student.
3. Number of credits not yet established.
4. All available courses may be audited.
5. Credit given in all areas.
6. Credit given mostly in liberal arts.
7. Limited to students enrolled at this college.
8. Indefinite number of credits allowed--up to structure of individual college.
9. Set by faculty-student contract.
10. Regular fee.

Although the term "independent study" is ambiguous and could include a variety of programs and credit opportunities, it appears that only one institution has a formally identified program of this nature. Several others indicate that such activities can be arranged through individual departments. The same is generally true of course credit by examination activities; only two institutions have a recognized administrative entity that handles such programs. Again, departmental prerogative is the usual pattern.

Seven institutions accept credit for the general battery tests of the College Level Examination Program, with 44 or 45 credits being the usual limit of acceptable credits. However, one institution gives up to 75 credits, and another allows credit only in the mathematics exam. Four institutions give credit in various subject exams.

Giving credit for experience based learning is not a viable alternative for students in the colleges and universities responding to the questionnaire. All but two institutions stated that no credit is granted for such activities. In two cases (one four-year and one two-year institution), the process is limited and on an individual student basis in only a few departments.

Financial aid for part-time students is also lacking. Unless they can qualify in some way for loans or grants under regular programs, there is no financial aid available. No institution has a specifically designated plan for financial aid for the part-time student.

Five of the institutions state that admission requirements to the university are different for the part-time student. All except one require some kind of admission application and fee. In only one case can students take credit courses through independent study or correspondence without being formally admitted to the university.

All of the institutions indicate that they employ part-time faculty to teach regular credit courses. These faculty must satisfy the same departmental qualifications as full-time faculty. Also, in several cases, it was specifically mentioned that part-time faculty could not supervise independent study projects.

Only three of the institutions indicated they use television and/or other technology as part of a credit granting extension program. Several others have on-campus closed circuit facilities. The use of television to broadcast credit offerings to non-residential students is extremely limited.

Summary - Cleveland Commission Represented Institutions

When the institutions of the Cleveland Commission agreed to participate in the pilot project, several specific goals were established. These were:

1. To enroll fifty to a hundred students in credit courses.
2. To determine whether Cleveland area colleges and universities were interested in participating in the Extended Learning Program.
3. To determine whether the institutions were flexible and prepared to deliver the diversification of programming needed to obtain increased options for Extended Learning students.

It is clear that goals one and two above were satisfactorily achieved. The table below summarizes the readiness of the institutions to deliver educational opportunities through non-traditional programming.

Of the nine commission institutions, four grant credit for successful completion of the CLEP general examination and three for several of the specific subject exams. Four colleges make available independent

study opportunities, and three provide credit through special course examinations. Only three of the institutions accept credit for correspondence courses. Three colleges give credit for involvement in work-related learning experience, although only one gives limited credit for previous work-related experience. On the other hand, two are examining ways to translate competencies and skills into academic credits.

From the above analysis, one can draw the conclusion that colleges and universities across the State and in the Cleveland area have shown an interest and willingness to cooperate in providing extended learning, and organizations have been established to encourage and develop such cooperation. However, the policies and procedures of each institution are not presently set up for and the courses and degree programs are not available to the Extended Learning student. A beginning has been made, the next steps are being considered, but institutional commitments are slow in coming.

Development of Cooperative Effort With Colleges and Universities

Several institutions in Cleveland have expressed an interest in participating in the Extended Learning Program and are planning to develop their capacity to provide a service to the Extended Learning student. For an institution to become committed, the following must take place:

1. Development of a policy statement that indicates the interest of the top administration, academic heads, and faculty in the concept.

2. Appointment of a representative to work with the Extended Learning Program.

3. Creation of the necessary committee organization to begin to move on a specific aspect of the program. Possible examples are creating an extended degree program, redefining

admissions and transfer of credit policies, creating independent study courses, and/or organizing counseling opportunities for the part-time student.

The initial steps to develop special relationships and provide services for the Extended Learning Program have been taken by only a few member colleges and universities of the Cleveland Commission on Higher Education.

1. Dyke College has agreed to develop a "College Without Walls" business administration model with procedures for evaluating competencies, skills, and experience and translating these into college credit.

2. Ursuline College set up a special program in pre-school education in cooperation with the Cleveland Public Schools. This program uses faculty from the Cleveland schools who are approved by Ursuline to teach courses for pre-school teachers. A total program leading to a degree is being planned. Independent study seminars tied to the participants' work experience is a large part of the total program.

3. Cuyahoga Community College is considering an associate of general studies that will compare to Ohio University's bachelor of general studies.

   In addition, CCC has opened its communication center to Extended Learning students for language problem diagnosis and remedial reading and writing services. They have done so without requiring admission, and the services are being provided on request.

4. Cleveland State University is a testing center for the College Level Examination Program to which 115 students have been referred. This service is also provided without admission to the University.

Cooperative Efforts With Other Community Institutions and Organizations

Karamu House, a performing arts center, has served the Black community of Cleveland for fifty-seven years. It provides community activities in youth and professional theater, dance, music, and other arts. A special relationship is being worked out with Karamu staff so that approximately 25 quarter hours of credit in theater can be acquired by participants in the Karamu House programs. Karamu House staff will be

approved as part-time Ohio University staff and hired through the Extended Learning Program to supervise courses. Similar arrangements are being contemplated with the Black Studies Institute and the Dance Department at Ohio University.

The Cleveland Public Library may become a test center in a program sponsored by the College Entrance Examination Board (CEEB) to develop resources to help individuals prepare for the CLEP examinations. This program seeks to establish a national clearinghouse of information on library experiences with independent study projects. The CEEB office staff will serve as catalyst and coordinator, helping to bring public libraries and institutions of higher education together to share their collective knowledge and skills in aiding independent learners.

Special interest for ExL has been shown by a number of community and government organizations including:

Cleveland Women's City Club, Education Committee
Cleveland Public Library professional staff
P.T.A. groups
Council on Human Relations
Adult Education Center of Cleveland Public Schools
Cleveland Senior Citizen Council
Jewish Vocational Service Center
Cleveland Public Library and its branches
Adult Service - Cuyahoga County Public Library
Cleveland Job Corps
Division of County Welfare
Bureau of Vocational Rehabilitation
Ohio Bureau of Employment Services
Manpower Services Department
Veterans Administration

Special programs and benefits for ExL students may eventually be developed through the cooperation of these groups. Other community organizations that could contribute to available resources for ExL students and with which special working relationships should be sought are listed below. Each of the institutions has staff with advanced academic degrees who could be

approved as part-time faculty to supervise independent study activities. The list is a good example of the abundance of community resources in a metropolitan area that could add another dimension to the Extended Learning Program.

Cleveland:

Cleveland Institute of Music
Cleveland Museum of Art
Cleveland Health Museum
Cleveland Museum of Natural History
Western Reserve Historical Society
Ohio College of Podiatric Medicine
Berlitz School of Languages
Cleveland Montessori Association
National Radio School
Cleveland Hearing and Speech Center
Cooper School of Art
Lincoln Extension Institute, Inc.
The Institute of Computer Management
Whiting College
WIXY School of Broadcasting Techniques
Cleveland Institute of Dental and Medical Assistants
Metropolitan General Hospital
Cleveland Bar Association

Southeastern Ohio

Holzer Hospital
Holzer Hospital School of Nursing
Ohio Valley Association of Libraries
Pallas Literary Club - Athens
Area Project on Aging
Southern Ohio Correctional Facility
Campus Martius Museum - Marietta
French Art Colony - Gallipolis
Ohio Valley Dieticians Organization

Recommendation

The cooperation and availability of resources of other colleges and universities is essential to the success of the Extended Learning Program. A good statewide program needs the involvement of a variety of institutions.

The mechanism and encouragement for involvement have been provided through the Cleveland Commission on Higher Education and for the remainder

of the state, through the Board of Advisors. The individual institutions must decide what their involvement will be, with Ohio University, as the institution with the primary responsibility, providing the technical assistance. As the program develops, and as it becomes clear what the final organization will be, communication between individual institutions and Ohio University must be upheld so that the different institutions have a voice in the development and are ready to contribute to the success of the established program.

Further investigation of non-college resources should continue. As the limited experience with Karamu House has shown, this type of relationship can make a significant contribution to the resources of the program.

FINANCING

Budget 1971-73

For the two-year (1971-73) planning assignment, the Board of Regents granted Ohio University $100,000. During the first year (1971-72), the steering committee in planning for the pilot project spent $11,764. Thus, $88,236 were available from the grant for the operation during 1972-73 of the Extended Learning Program pilot project.

In addition to the grant funds, $5,600 was collected during 1972-73 from tuition for independent study learning contracts and telecourses. This money was paid to faculty under the overload compensation policy for teaching.

In the Cleveland area, the Cleveland Commission has made available additional support through funds provided by the Gund Foundation of Cleveland. This includes:

1. $2,100 for individual scholarship
2. $2,800 for part-time counseling staff to supplement the Cleveland Learning Center

The Cleveland center could not have operated successfully without these additional funds.

Budget 1973-75

Preliminary information from the Board of Regents indicates that an appropriation of $100,000 during each year of the 1973-75 biennium will be made in order to continue the program as a pilot project. It should also be noted that in the up-coming biennium, the Extended Learning

Program will transfer to the Ohio University general fund an amount for University overhead for services rendered to the program. The following summarizes the budget for the 1972-73 pilot project year and the projected budget for 1973-74.

Description of Expense	1972-73 Budget	1973-74 Budget
Administrative Salaries	$ 43,600	$ 48,240
Director Assistant Director Cleveland Coordinator Southeastern Ohio Coordinator Part-time Administrative Help		
Secretarial (2)	10,744	11,148
Other Administrative	9,695	10,300
Research Assistant Part-time Students Consultants		
Benefits	7,266	8,779
Supplies	6,639	1,733
Travel	7,096	5,400
Information & Communication	3,096	4,300
Rental, maintenance & Repair	100	100
University Overhead	-0-	10,000
Total	$ 88,236	$100,000

Recommendation

The Extended Learning Program should continue to receive separate funding support from the state assembly on recommendation of the Ohio Board of Regents. However, the request for funding cannot be based on the regularly adopted subsidy per full-time equivalent student formula according to which state funds for traditional institutions are now

computed. Several unique characteristics of the Extended Learning Program make this unfeasible.

1. Much of the service provided is advisory and referral. Although the student may acquire credit through a variety of means, such credit may not be the result of registration in an educational activity or course, or it may be through a traditional program, which ExL cannot count as an enrollment.

2. When students do register for credit activity through ExL, no special term period is used, and students may register and complete work at any time during the year.

It is suggested, therefore, that a general appropriation be made each year and that a method of computing student contact and activity be developed that would more accurately reflect the service provided.

It should also be noted that the suggested funding for 1973-75 allows for no investigation of the possibilities of television and other media or technology. It is recommended, therefore, that additional funds be appropriated in the amount of $200,000 for the biennium (1973-75) specifically allocated for the development of television, radio and other opportunities through technology.

COST TO STUDENTS

Student Tuition

It was recommended by the Committee on the Extended University in its report of June 1972 that the instructional charges of Extended Learning courses be set below prevailing tuition costs, and because part-time Extended Learning students could not utilize on-campus health facilities or engage in student activities, they should not have to pay the general fee. Further rationale for the lower fee was that ExL might be able to offer educational opportunities to attract students who could not normally afford to enroll at a campus. Also, because the majority would be part-time students, the usual financial aids would not be available. The committee suggested that a fee of $13.00 per credit hour be charged. A student utilizing instruction offered through another program would pay the normal fee charged by that program.

When the pilot study began, the steering committee decided to change the fee to $17.50 per credit hour. This charge is the same as that for correspondence study, an instructional method used extensively by Extended Learning students, but it is still lower than resident students pay per credit hour at state universities. This slightly higher charge would not set up such a competitive situation with present programs. Also, more funds were needed for instructional costs that were paid directly from tuition income.

Recommendation

The cost of higher education is very much a concern of the ExL student. Students served by this program must have the opportunities offered at lower costs. It is recommended therefore that the tuition charge continue to be set below prevailing charges and that all possibilities of financial aid be investigated.

APPENDIX

CASE STUDIES OF FOUR STUDENTS

Mike Grant grew up in a small western Pennsylvania town dominated by the steel industry. It was assumed in that town that male students would graduate from high school and go to work in a steel mill. With this attitude prevailing among parents, teachers and civic leaders, it is no wonder there was an absence of counseling and preparation for college. Mike didn't know much about college courses or his own potential but he was sure of one thing. "I recognized that I was not the type to work in a steel mill," he says.

Mike's father was in the Marine Corps and his parents moved around a lot. So he was raised by his grandparents who shared a home with his great-grandparents and his aunt. He was the only child in this household of adults and his aunt became a significant influence on his life. It was an intelligent, creative influence. Aunt Helen read stories, poems, and discussed Black history with him long before it was the popular thing to do. They had long discussions about various topics and his curiosity and awareness were developed as he grew. However, it did not help him much in school.

"In this small town all the same kids went to school together from first grade through high school," he recalls. A student's social and intellectual status is established early and is carried with him throughout his formal education. Mike feels that he started somewhere in the upper middle and stayed there. Sports gave him an opportunity to excel and he didn't think much about what to do in his adult life. His family was not geared to college. His teachers were not geared to college counseling as only five out of 150 students in his graduating class went on to college. Mike was not geared to college if "geared" means having preparation and guidance.

He remembers only one teacher who really tried to get him to develop his potential. The man was Mike's tenth grade English teacher. He researched and wrote a paper on pollution before it was front page news. "This teacher really encouraged me," said Mike, his face lighting up with pleasure at the memory. Unfortunately, Mike resented the teacher's efforts at the time and thought he was picking on him and being unfair.

Mike did enter college after high school because he had met other young people attending college in nearby Pittsburg and instinctively knew his direction was in learning. He decided on a business administration degree. He describes his freshman year in simple terms. "It was a mistake. I had no preparation and found myself in economics, finance and accounting courses. I really hadn't known what was required or involved. I did poorly." For his second year he switched to education, but his motivation was gone. He gave up before he started, refused to even try; and, before

the year was over, dropped out because of bad grades. He worked at two part-time jobs that were to indicate his natural interests in later years: laboratory work in public health and working with people in a settlement house. The latter developed into a full-time job and he soon married. Budget cuts in 1959 eliminated his job. Hoping for more opportunities in a larger city, he moved his family to Cleveland.

He worked as a substitute clerk at the Post Office and then obtained a full-time job as an attendant at a psychiatric hospital. He became assistant director of the recreation department in about a year. During this period he also worked part-time at a settlement house. In 1963 he was drafted into the Army.

The Army on-the-job training tests showed that he rated high in anatomy and physical therapy. He soon became responsible for all hydrotherapy, diathermy and muscle re-education at Ireland Army Hospital at Fort Knox. After two years, he was discharged and returned to Cleveland in 1965.

Mike then worked on a pilot program for rodent control in the Health Department for the City of Cleveland. This employment route led him back to educational environments when he attended courses at the Ohio State University offered for health workers. After about two years, he began to write training manuals and guidelines for the department which is now called Environmental Services. He was responsible for community organizations under the Health Department such as church groups, P.T.A. groups, the surrounding inner-city sanitation program, and other clean-up programs. In August, 1969, the director of a large urban hospital called him in and offered him a position.

Mike accepted and was given the title "Director of Community Relations" with a job function that had not previously been in existence. The position was created and developed. Mike was given the objective of improving communication between the large urban hospital and the surrounding inner-city community. He has worked for this objective primarily through his own community involvement. He presents a slide presentation on the large urban hospital to groups in the community and also participates in the local civic activities. He handles problems for the hospital staff that relate to people in the community. Among the workshops he has prepared and conducted are sessions on the cultural differences and life styles of people living in the inner-city, supervision of the disadvantaged and sensitivity groups. He has also accomplished a great deal in explaining the language differences that build barriers in communication between two different cultures in the same city. Mike is directly involved in any health program projected by the hospital. These include the Sickle Cell Clinic and the Nutrition Clinic. He also coordinates activities with other agencies in the community.

One of the most significant contributions Mike has made is in the area of communication. Mike explains that a doctor may say that a patient should take a pill after each meal, meaning three times daily. That doctor is reminded that everyone does not eat three meals per day. Words and meanings of ailments and symptoms are translated from inner-city

terms into hospital jargon. Such translation helps eliminate confusion between the suburban volunteers and the nurses. Mike has prepared and researched language interpretations on Black culture of general as well as professional interest. He has compiled statistical data on health care and interpreted the beliefs and attitudes of patients from the inner-city.

Mike has signed up for courses in the Extended Learning Program because he can complete a course on his own time at home and mail in assignments. Mike believes, "With this new program, the only restraints are your own."

Why does Mike want to study for a degree since he has a good job and recognition? His answer should mortify the worshipers of the credit-degree system. He knows employers will judge him first on his lack of a degree and this affects his income potential. He has ambition to continue to move ahead in his vocation and recognizes that this may be impossible without a piece of paper that proves he has passed some examinations to satisfy a professor. The system looks ludicrous when an observer looks at Mike in terms of his record of experience-based learning, productiveness and intelligence. Mike has a keen understanding of his fellow man, insights into his own problems, and the educated judgment to help find solutions. He could probably write Sociology 101 as well as 102, but he could not even register for Sociology 102 without first taking 101. He doubts that this encourages mature learning. He wonders why the prerequisite barriers exist when he has produced what the basic courses require from his own experiences. Mike welcomes the new program for learning but suggests that he would like to have the opportunity for dialogue while learning. Mike is interested in learning for a long-range reason in addition to his immediate needs. He believes the increase in leisure time will result in people wanting to learn more all their lives.

It is impossible not to be favorably impressed with this attractive, sensitive, talented man. It is impossible not to feel embarrassment for the educational system that makes him say in response to the question, "You are doing well; why bother to obtain a degree?"--that he wants a degree to prove that he has a <u>right</u> to be doing the things that he is doing all the time.

We make a serious error of labeling a person "educated" if he can spew out the identical data fed to him by a professor who has his own interests and prejudices. This is not the human being needed in today and tomorrow's world. Computers can carry on this rote methodology. Contemporary men must be continually developing greater insights; and, must wonder, think and theorize with open-minded reason. Contemporary man must strive to understand life and to develop a mind that can soar to fresh and unimagined possibilities. If this is indeed a valid vision, then we had better hasten to provide a range of choices in learning environments that can satisfy various types of learning needs for people with attentive and bright minds that higher education is now wasting or ignoring. We should focus our attention on a system of responsive credentialization for the adult self-learners with productive, proven experience so they can function legitimately in work on the level of their abilities and enjoy the earning potential of which they are entitled. It is the responsibility of educators to recognize and correct this. Employers

have accepted the evaluation by the educational system that a specific degree is vital to the performance of a specific job. In many instances, this is clearly not the case. Reappraisal is in order.

Ruth Renda

"My dream is to be a professional guidance counselor, helping people find their potential," says Ruth Renda. She is doing the kind of work she loves to do but cannot advance without a degree. In fact, she can't even qualify for a job function and title of "counselor" without a degree even though she has considerable experience in the counseling field.

Ruth is a businesswoman, wife, and mother of seven children--five of whom were born in six and one-half years. She has faced great responsibilities and earned an income most of her adult life. Ruth is a quick learner; but, did not experience effective educational counseling until her adult life.

Through grammar school, junior, and senior high school, Ruth was an honor roll student receiving encouragement from her parents and some teachers. Her parents were competent, intelligent people and some of her relatives were attorneys, teachers, and doctors. Extroverted and outgoing, Ruth sang, danced, and appeared on local radio shows when she was in grammar school. In her early teens she liked to write poetry and philosophical essays. Her writing won attention and prizes. An uncle urged her to develop her writing ability and some teachers gave her encouragement, but she found that it was difficult for her to write under pressure. To write what and when she wanted was one thing--to write for a deadline, however, was not for her.

During this period, she was impressed with the loveliness and luxury of the homes of some relatives in Pennsylvania who were morticians. She was influenced to become a mortician and held this ambition for about five years.

As long as Ruth can remember, she took care of her brain-damaged brother who was a year and one-half younger. She took him to and from school through the fifth grade, fought his battles for him, and helped him learn to walk, read, develop an interest in learning, and play football. In the vocational educational program in high school (Central) she entered the work-study program with high aspirations of becoming a doctor or surgical nurse. She was quickly discouraged by the school counselors who pointed out that her chances of becoming either one as a Black woman were highly improbable. She feels these counselors advised realistically for the early 1940's. When she realized that she should not plan to become a surgical nurse or a doctor, she switched to the waitress program.

Pause a moment.
Think.....
of the outrageous implications
of that last sentence.

Ruth learned that waitresses in good urban restaurants make good money, so she worked at a popular restaurant for half the working day and went to school to complete her high school education the other half day. She was one of four Black waitresses hired by this restaurant. The money was coming in and she felt no need for further education.

Ruth was not aware of the variety of career possibilities in which she could develop her potential. She graduated from high school in 1943, got married that same year, and was out of the labor market until 1950. When her oldest daughter was in junior high school, Ruth observed the improved educational counseling that her daughter was receiving. Ruth began to realize that the world held more opportunities than she had ever dreamed were available. Her daughter wanted to be a food supervisor. After graduating from Jane Adams, she held her first job in this capacity at Forest City Hospital.

Ruth had no long-range goals in mind. She only knew she was getting more frustrated at home. In 1950 she joined forces with her dynamic mother who was also seeking vocational fulfillment. Ruth described their activity: "We co-founded a non-profit, state chartered, charitable organization for the purpose of providing aid to needy mothers where other community aid did not exist. We provided food, shelter, clothing, and money as necessary. Some of my tasks in the organization were to institute, administer, and coordinate all activities in the operation." She handled public relations, formed auxiliary groups, and managed the budget which included the setting up of a fund raising campaign and all related actions.

During 1951 Ruth was a part-time disc jockey with radio station WSRS. For one year in 1960, she ventured into the restaurant business as owner-manager of Rita and Vera's Restaurant. "My function in the business ran the gamut from cooking, cashiering, and bookkeeping to general management," she said. Having been divorced earlier, Ruth remarried in 1955. Her husband is a White Italian musician whose religion is not the same as Ruth's. For five years, Ruth managed her husband's band, a combo, until the question of her own professional fulfillment became a concern to her. During the summer of 1961, she went to an employment agency for the first time. Ruth noticed what took place within the agency with interest and amazement. She not only felt that she could be an important part of an employment agency but she even thought of some useful improvements. This was the beginning of her interest in employment counseling work. How could she turn her dream into reality?

A friend advised her to go to the Bureau of Vocational Rehabilitation. She protested,"That's for handicapped people!" Her friend pointed out that her not knowing what she wanted to do was a handicap for Ruth. She went to the bureau and was given two days of tests. Her high results gave her renewed self-confidence. These tests indicated that she could probably do well in law, creative writing, newspaper editing, or analytical work. The idea to start her own employment agency began to develop. With encouragement and suggestions from her counselor at the bureau, Ruth learned the necessary requirements for such a business. She organized a private employment service and served as director and placement manager. She did the telephone solicitations, handled employer-employee relations,

and counseled potential employees. In addition to writing contracts and negotiating with various industries, Ruth encouraged the hiring of minority group personnel. She performed all the activities necessary to build and develop a successful employment service.

Ruth started her business at home but after four months opened an office, later opening a second office. The legal, economic, and political complexities of today's business world require expertise. Ruth began to find that the lack of advanced education could be a handicap in running a successful business. In 1966, after five years, she dissolved her business and joined the staff of the Ohio Bureau of Employment Services where she is now employed.

"When I started here," she explains, "my duties were to interview job applicants, record and evaluate information, contact employers and other outside supportive agencies." Later she joined the CEP-AIM Jobs (Concentrated Employment Program) staff where her job covered many functions from interviewing for jobs or training to coordinating team activities. She is still employed in this capacity with the civil service title of Employment Security Specialist IV.

Ruth says, "It has taken me almost seven years to accept the fact that there is no way for an employee to advance in this field without a degree. I cannot even earn the title of "counselor" which carries a higher salary based on my experience or successful work. I must have a degree. The fact that I have a record of doing the work well has no bearing on the matter. In addition, I feel learning now is only the beginning of a whole new phase of my life. I am better channeled in a direction now. I know what I want to do."

What Ruth is asking for is a piece of paper to prove to the world that she is entitled to perform the work she has already proven she can do with competence and understanding. What she needs is exposure to vast amounts of learning from data now available behind institutions' doors to stimulate and further develop her agile mind. She will miss people contact in these courses and says, "Wouldn't it be nice if they had a forum, like once a month or so, with a live instructor so you could talk back and forth?" Ruth is aware that tomorrow's world will require people who can not only learn but people who can learn, unlearn, and relearn; the changes, new insights and discoveries will appear that fast. She wants to be prepared.

Donald Hooper

Donald Hooper is responding to the urge to activate his excellent mind with new data but he is not sure what he will do in his lifetime with the exception that it makes sense to him to learn and understand more. Don is twenty-four years old. He says, "This new Extended Learning Program will work well for me." He is working as a clerk at a large public institution to support himself and will be able to fit the studies into his free time. "There are some limitations to this concept," he says, "mainly in having no dialogue. It seems to me that some philosophies, and that is my great interest at this time, need some interpretation

and discussion. It would be good if they could have periodic meetings."

Donald grew up in a suburb of Cleveland and graduated from high school without bothering his mind too much. He coasted through. School was always boring to him and there was no subject or learning situation that made a significant impression on him. He found he could learn enough to get an acceptable grade very quickly and easily so that is what he did. None of it seemed interesting enough to be worth more attention and by participating in many sports, he used his energy and filled in the time. Donald doesn't remember any teacher ever trying to get him to study more or capture his interest and he never talked to a counselor. He didn't know what they did; no one ever suggested it to him so he had no reason to seek them out. He remembers his high school days as being pretty routine, but had great awareness of the total scene, saying, "In high school, learning never seemed very important but grades were important. It wasn't right to flunk, but it wasn't necessary to learn much if you got a grade that was acceptable. The teachers judged you by a grade, your friends judged you by your style." Donald feels the teachers lose their idealism and in a deeply understanding way he felt sorry for them saying, "I think they knew, in a sense, that they weren't getting a chance to do what they wanted to do. The situation confronting them was to teach people who didn't want to learn and I think most of them would agree that the classes were boring. They came each day to earn a wage and I don't think they had any illusions about their greatness as teachers. It was like an attitude of resignation. The students were resigned to go to classes for a certain length of time and the teachers were resigned to huddle students into classes who would rather be somewhere else."

"And, besides, the subjects in high school do not have much to do with getting along in the world. There is so much repetition, like in grammar. It seems the whole required learning process could be done in a much shorter time."

When he was leaving his teens and entering his twenties, he was conscious of seeing with new eyes. "I could see that people around me had lost the feeling of excitement and had become more cynical, but somehow my attitude was more expectant. I had never done much work with my mind and what I had done was 'average,' I never thought I was bright. I hadn't been used to talking about anything but today's happenings. I noticed this 'awakening' was also happening to some of my friends, old and new, and it was my first awareness that learning could be exciting." A friend who was attending college at this time gave him some books from a philosophy course to read which started his interest in that field.

Donald attended local college classes before and after his Army service during 1969 and 1970 and has credits for approximately one college year in English, sociology, philosophy, and history. Now his main interest is psychology. He is presently enjoying learning from an enthusiastic and dedicated psychology professor from a local college. He attends weekly discussions at the professor's home along with ten or twelve students and a few adults. He considers this the "ideal" kind of learning situation because the professor is enthused and informed, there

are no time limitations as in a classroom, and he thinks the mix of ages makes it interesting. This professor had a professor when he did his graduate work at Berkley who had these informal discussions and he made up his mind to do the same thing when he had the room. He served as a marvelous example of a truly interested and enthused teacher. Donald observes, "These people get together because they want to be there and they want to learn what is being taught. They do their reading assignments because everyone knows that if they do not read they will not be accomplishing what the class was set up for."

When Donald returned to civilian life from the Army, he knew he wanted to keep studying and learning but he also needed to earn an income, so he could not fit into the structured schedules of college courses. He joined a commune living situation for almost a year where three or four people shared the same living quarters. He thinks the commune concept can work with the right circumstances and people with the same values and interests. The experience, he feels, enabled him to learn more about himself. He now lives alone so he can do the studying and thinking he wants to do.

Donald admits he has a hard time making plans for the future, but right now he is primarily interested in philosophy and the meaning of life. He wants to make his life style as simple as possible eliminating the unessential, busy-busy activities and develop his own self discipline. He has some resistance to traditional forms of learning classes because of his own experience and observation. "You can go to college for four years, earn a degree, and be almost in the same place you started," says Donald. "The world emphasis on credits and degrees makes everything reduced to a record having to do with the time you put in but with no close tie to learning anything." He thinks grammar school is even worse saying, "The regimentation kills creative thinking and slows things down so people can be shuffled through and reduced to statistics and paper work. The whole objective seems to be to get you in a class and keep you there until you are sixteen."

Donald is not a vocal agitator or visible revolutionary against the traditional educational system. His thoughtful, reasoned answers were in response to the writer's questions. He's not fighting it. He simply wants no more of it. He is representative of countless people of all ages who have been turned off, put down, discouraged, even humiliated while experiencing the stultifying, dreary system that has lost sight of learning to be human. There are masses of these people and one day historians will ponder our inhumane waste of these sharp, keen intellects. These people don't make a fuss about it. They don't talk about it a lot. They have turned from the fortresses of learning data and if they are lucky, like Donald, they seek knowledge and understanding in their own way. When they are unlucky, their intellectual potential dries up, untapped.

Donald recognizes the vast inter-connection between everything in the universe and wants to continue learning more about it and is now taking steps to channel himself in this direction. He knows now he will always be interested in learning for he says, "Learning helps us to act.

It really affects your destiny and how you behave in years to come. It is almost impossible to assume the same attitude you had before as your knowledge and understanding grows."

Elena Cooper

Some of blond, personable Elena Cooper's earliest recollections of her childhood in Lithuania are of being prepared to become a prisoner in Siberia and it was forever impressed on her mind that to keep your mind free is to be free. Her mother repeatedly told her, "The only freedom you can have and the only wealth you can hold onto is what is in your mind. If you know what you believe in and have it in your mind, you can be free."

In Lithuania there was not as rigid a class system as in some countries, everyone was interested in culture and politics and Elena grew up with a continuing awareness of political situations. Her family experienced loss of possessions, bombings, and lived daily with death, the sound of sirens and near starvation during the war, then hardship in a displaced persons camp in Germany.

Elena liked school and remembers visits to museums and discussions of ethics, values, and customs. Lithuanian students attended elementary school for four years followed by eight years of high school, and she feels they learned more in their studies than in America. The schools were well disciplined and it was fun for Elena to try occasionally to fool the system. Always a leader in school life in the displaced persons camp, of grades as well as mischief, she relishes the memory of being the ringleader in getting children to jump out of the barrack school window to play in the cemetery. When the teacher discovered it, he threatened not to talk to them again and that stopped it. The young students could not bear the possible ordeal of losing their adored teacher's love so stopped the game. Elena did not have a particular favorite among the subjects she studied, she liked them all, although she remembers especially enjoying writing and singing. She was also good at art and liked to draw. Her fiercely independent nature showed up very early in life when she refused to play with dolls, chose books and drawing instead and preferred to create her own games and her own songs to sing. She found it easy to study, easy to learn, and enjoyed it.

In 1944 the family fled to Germany to escape the Russian invasion and after the war they lived in a displaced persons camp until coming to America. During this period, her schooling continued with Lithuanian teachers and activities that also included the Girl Scouts.

When Elena arrived in America with her family, the public school system wanted her to start at the beginning of high school, but the private Catholic school allowed her to enter as a junior. She hated American schooling. She didn't speak English very well. She earned her tuition by doing light cleaning work and experienced considerable prejudice being labeled a "D.P." or "displaced person" whose languages and experiences were different. She soon learned that even if she was

the best student in the school, she would not get honors at graduation because she was not a paying student; so she maintained a "B" average rather than reaching for higher goals. She recalls, "I had a great determination to remain "me" and Lithuanian; I remember refusing to read the Catholic Universe Bulletin and being told to stay after school as punishment. So, I told the teacher that I thought it was the worst newspaper I had ever read and that the quality was inferior, that I did not intend to read it ever, but would continue to read much better, much more superior Lithuanian newspapers which are for Catholics, too. Only one student tried to help the Lithuanian students attending the high school, a Black girl. It took Elena some time to understand what you were supposed to be prejudiced about.

Elena had always loved music and started to study at this time even though the family had no piano and she had to go to other people's homes to practice Today, Elena wants to continue with music. She spent most of her years studying piano and also has taken a few courses in English and psychology. Now she aims for a degree so she can have more freedom to teach in a music school or to get a better job.

Elena is also interested in the broader aspects of learning. She feels that the Extended Learning Program is ideal for her because it might be faster to do it at her own speed and she would only have to take the subjects she wanted. In spite of her brave independence, a strong shyness kept her from volunteering in a classroom situation. She says, "I never lifted my hand to participate in class." This independent study appeals to her. It is also cheaper. She likes the freedom of action and the idea of studying in her own way. She wants to feel the self-esteem that she feels a person with a college degree has.

The war that made Elena and thousands of her generation live through childhoods of fear and uncertainty with daily reminders of the temporary state of life and material possessions is a long time ago and it is yesterday. Another war, another generation. . . . there are still millions of people in the same situation and now Elena is very active in trying to help at least in a small way.

Perhaps this bright woman needed an interval of life without fear. Now Elena feels she has integrated as much as possible her excruciating and traumatic life and will enjoy the intellectual gifts that are hers. These gifts, developed and used creatively, may even bring a capacity to continue developing and even enjoying some of the material things that are, indeed, not vital--but more fun.

Elena is a good prospect for adult developing as she now observes her mother at 73 continuing the program to read good books and new philosophies. The freedom of the Extended Learning Program may further Elena's determination to keep her mind growing and forever free.